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Course Profiles

*tholic District School Board Writing Partnership*

# Course Profile

## International Languages (Spanish)

## Level Two
## Academic

407.12713
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Spanish
10C
Level 2
Academic

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Summer 2000

BDC-6462
MLC

Course Profiles are professional development materials designed to help teachers implement the new Grade 10 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

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## Acknowledgments

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# Course Overview
# Spanish Academic Level 2

## Identifying Information

**School/School District:** Windsor Essex Catholic District School Board
**Project Manager:** Barry Elliott, Windsor Essex District School Board
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**Development Date:** July 2000
**Course Title:** International Languages, Level 2, Academic (Spanish)
**Course Type:** Academic
**Ministry Course Code:** LWS BD2
**Curriculum Policy Document:** *The Ontario Curriculum, Classical and International Languages, Grades 9 and 10, 1999.*
**Credit Value:** 1

## Description/Rationale

This course allows students with little or no prior experience with the Spanish language to develop an appreciation for Spanish culture and values through language. Students develop the three strands: Oral Communication, Reading, and Writing. Students build and apply their knowledge of Spanish while exploring a variety of themes, such as relationships, trends, careers, and a global overview of the Spanish-speaking people and world. Thematic readings include a selection of readers, adapted short stories, articles, magazines, texts on CD-ROMs, and the Internet as stepping stones to oral and written activities.

## How This Course Supports The Ontario Catholic School Graduate Expectations

The study of the Spanish language helps students become effective communicators, more reflective, critical, and creative thinkers, as well as discerning believers. The graduate will respect and affirm the diversity and interdependence of the world's peoples and cultures. As a life long learner and responsible citizen, the graduate will also be able to make appropriate decisions in light of Gospel and Church teachings.

## Unit Titles (Time + Sequence)

| | | |
|---|---|---|
| Unit 1 | *¡Mucho Gusto!* | 17 hours |
| Unit 2 | *Así Somos* | 25 hours |
| Unit 3 | *Las diversiones y los pasatiempos* | 22 hours |
| Unit 4 | *Ir de compras* | 23 hours |
| Unit 5 | *El mundo del trabajo* | 26 hours |

## Unit Descriptions

### Unit 1: *¡Mucho Gusto!*

**Time:** 17 hours
This unit is intended to provide students with a solid introduction to the Spanish language and a glimpse into the richness of its culture. Students learn how to greet each other, introduce themselves and their classmates, and ask for and state their place of origin. Students learn to ask how someone is, ask for and state age, as well as seek and provide personal information. In addition, students recognize common classroom expressions and vocabulary, tell what time it is, express courtesy, and discuss school schedules and activities. Furthermore, students state location and communicate via telephone; talk about places in the city; extend, accept, and refuse invitations. The unit activities lay the foundation for self-help and co-operative learning, whereby team members learn to respect the rights, responsibilities, and contributions of self and others.

**Strand(s) and Expectations**
**Ontario Catholic School Graduate Expectations:** CGE1d, CGE1h, CGE2a, CGE2b, CGE2c, CGE2e, CGE4a, CGE4b, CGE4c, CGE5a, CGE5e, CGE7f, CGE7g, CGE7j.
**Strand(s):** Oral Communication, Reading, Writing
**Overall Expectations:** OLV.01, OSV.01, REV.01, WRV.01.
**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.04, RE1.02, RE1.05, WR1.01, WR1.02, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.08, GL1.09, GL1.10.

### Unit 2: *Así Somos*

**Time:** 25 hours
Students honour the important role of the family in society and talk about their families and friends. They describe people, state possession, share opinions, and express likes and dislikes. They also report information, and write about family, friends, and their daily lives; and make connections to communities. Students apply knowledge from the previous unit in order to effectively communicate their own ideas. Various forms of communication are explored. The rich cultural diversity of Spanish-speaking countries/nations is examined. Cultural values regarding family, school, faith, and the community are discussed compassionately and in a respectful manner.

**Strand(s) and Expectations**
**Ontario Catholic School Graduate Expectations:** CGE1d, CGE1h, CGE1i, CGE2b, CGE2c, CGE2e, CGE3b, CGE4a, CGE4c, CGE5a, CGE5e, CGE5f, CGE5g, CGE6a, CGE6b, CGE6c, CGE6d, CGE7a, CGE7e, CGE7f, CGE7g.
**Strand(s):** Oral Communication, Reading, Writing
**Overall Expectations:** OLV.01, OSV.01, REV.01, WRV.01.
**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.04, RE1.01, RE1.02, RE1.05, WR1.01, WR1.02, WR1.04, WR1.05, GL1.01, GL1.04, GL1.05, GL1.06, GL1.08, GL1.09, GL1.10

### Unit 3: *Las diversiones y los pasatiempos*

**Time:** 22 hours
This unit allows students to understand that one's purpose or call in life comes from God and they should strive to discern and live out this call throughout life's journey. This unit explores leisure and fitness activities to promote a balanced and healthy lifestyle. Students recognize that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it. A variety of sub-themes are studied, such as pastimes, interests, sports, hobbies, and recreational activities. Through the study of these sub-themes, students examine and reflect on their personal values, abilities, and aspirations influencing life's choices and opportunities.

**Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** CGE1c, CGE1d, CGE1e, CGE1g, CGE2a, CGE2b, CGE2c, CGE2e, CGE3d, CGE3e, CGE3f, CGE4a, CGE4b, CGE4c, CGE4e, CGE4f, CGE4g, CGE4h, CGE5a, CGE5c, CGE5e, CGE6e, CGE7a, CGE7b, CGE7d, CGE7f, CGE7g, CGE7i.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations:** OLV.01, OSV.01, REV.01, WRV.01.

**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.04, WR1.05, GL1.01, GL1.03, GL1.04, GL1.05, GL1.07, GL1.08, GL1.09, GL1.10.

### Unit 4: *Ir de compras*

**Time:** 23 hours

In this unit, students explore consumer trends such as affordability and quality of making purchases by examining and reflecting on personal values and aspirations that influence choices and opportunities. This unit allows students to make decisions in light of gospel values with an informed moral conscience. Vocabulary includes food, clothing, and currency. Past and present commercial trends will be emphasized via advertising and marketing techniques

**Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** CGE1d, CGE1e, CGE1h, CGE1i, CGE2a, CGE2b, CGE2c, CGE2e, CGE3a, CGE3b, CGE3c, CGE3d, CGE3e, CGE4a, CGE4b, CGE4d, CGE 4e, CGE4f, CGE4g, CGE4h, CGE5a, CGE5b, CGE5e, CGE5f, CGE5g, CGE5h, CGE6b, CGE7a, CGE7b, CGE7f, CGE7g, CGE7i.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations:** OLV.01, OSV.01, REV.01, WRV.01.

**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

### Unit 5: *El mundo del trabajo*

**Time:** 26 hours

This unit allows students to investigate the work place and consider the meaning and purpose of work. They are guided through practical steps of finding part-time employment. They are also encouraged to discover the values and rewards of volunteer work and the responsibilities involved in choosing a career in today's evolving society. Skills for employability, self-employment, and entrepreneurship relative to Christian vocation are applied.

**Strand(s) and Expectations**

**Ontario Catholic School Graduate Expectations:** CGE1d, CGE1e, CEG1g, CGE1h, CGE1i, CGE2a, CGE2b, CGE2c, CGE3a, CGE3b, CGE3c, CGE3d, CGE3e, CGE3f, CGE4a, CGE4b, CGE4c, CGE4e, CGE4f, CGE4g, CGE4h, CGE5a, CGE5b, CGE5d, CGE5e, CGE5f, CGE5g, CGE5h, CGE7a, CGE7b, CGE7e.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations:** OLV.01, OSV.01, REV.01, WRV.01.

**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

## Course Notes

Teachers address school and board policies regarding safety, acceptable use of the Internet, and proper use of audio-visual equipment. Ongoing activities reflect awareness of violence prevention and avoidance of bias within the learning environment. Teachers, in conjunction with Special Education teachers, accommodate individual student needs. Cross-curricular integration is used to assist students in making connections to other disciplines.

## Teaching/Learning Strategies

Attention has been given to providing a wide variety of teaching and learning strategies to sustain student interest and maximize learning. All types of learners are accommodated. Teaching and learning strategies reflect a balance of independent, collaborative, and teacher-directed activities. Activities are relevant and motivating and allow for student creativity. Resources used (Internet, video, and print) are to be previewed before use. Information technology has been included in all units.

## Assessment and Evaluation

Teachers assess what students learn and provide opportunities for students to examine and reflect on their personal values, abilities, and aspirations and on how these influence life's choices and opportunities. Students need a variety of opportunities to demonstrate their knowledge and skills. Teachers use a variety of techniques to assess and to evaluate these performances of learning (e.g., portfolios, journals, tests, checklists, rubrics, etc.). Teachers use a repertoire of assessment techniques, including diagnostic, formative, and summative assessment to improve student achievement of Ministry and Ontario Catholic School Graduate Expectations.

### Reporting Student Achievement

A final grade is recorded for each Spanish course and a credit is granted for every course in which the student's grade is 50% or higher.

The final grade is determined as follows:

- 70% of the grade is based on assessments and evaluations throughout the course;
- 30% of the grade is based on a final evaluation in form of an examination, performance, or other method of evaluation administered near the end of the course. It should assess the three strands of Oral Communication, Reading, and Writing.

The final mark should reflect the expectations of the three strands: Oral Communication, Reading, and Writing.

## Accommodations

Teachers are expected to be acquainted with students' Individual Education Plan (IEP) and the unique learning characteristics of their individual students, and to make the necessary accommodations.

In order to meet the needs of these students, a variety of strategies, techniques, or resources may be used (e.g., use of cue cards, pair students according to task, modify written tests, etc.). Every attempt is made by the teacher to accommodate students' individual needs, in order to increase their success in the course.

Teachers:

- consult with Special Education personnel while reviewing Individual Education Plans (IEPs) of students with special needs, noting recommendations and accommodations for all identified students e.g., gifted and talented, ELD, ESL, and students with physical challenges, etc.;
- are prepared to offer alternative formats for assignments and presentations. These may include pre-recorded audiocassettes, videotaped conversations, the use of a script, etc.;

- when assessing and evaluating students identified with special needs, refer to IEPs for recommendations and accommodations;
- arrange ongoing extra opportunities for the reinforcement of vocabulary and grammatical structures;
- sensitively select partners, allowing one student's strengths to compensate for another student's challenges.

## Resources

Specific resources have been included in the units and activities. For additional resources, teachers may contact individual publishers and distributors. Community resources are also very useful: community organizations, clubs, embassies, consulates, travel agencies, newspaper, radio and television stations, theatres, and native speakers from the community or within the schools. Many Internet sites have been provided. All of these sites were active at the time of publication.

### Print

Aslop, Thomas W. and Daniel T. Aslop. *My Internet Assignment Book for Spanish Class*. Auburn, Hills, MI: Teacher's Discovery, 1998. ISBN 1-884473-18-0

Best, Shirley. *¡Todos ganan!* Portland: J. Weston Walch, 1985. ISBN 0-8251-0251-0

Brett, Robert J. *¡Mucho Gusto!* St. Paul, Minnesota: EMC Publishing, 1990. ISBN 0-8219-0246-6

Clayton, John, Kenneth Hall, and Derek Utley. *Cara a Cara: Pair Work Activities in Spanish*. Hong Kong: Colorcraft Ltd., 1989.

Esposito, Franco. *Pensar y Aprender*. Montreal Nord, Quebec: Editorial Los Maya, 1994. ISBN 2-921445-050

Frobose, Mark. *Relatos divertidos*. Portland: J. Weston Walch, 1988. ISBN 0-8251-1303-2

Frost, Barbara and Fabiola Franco. *La Familia Miranda/El Viaje a Guatemala*. St. Paul, Minnesota: EMC Publishing, 1994. ISBN 0-8219-1258-5

Funston, James F. *En Sus Marcas*. Saint Paul Minnesota: EMC/ Paradigm Publishing, 2000. ISBN 0-8219-1888-5

Gabel-Liedowitz, Dorothy. *Practical Spanish Vocabulary Builder*. Lincolnwood, Illinois: National Textbook Company, 1994

Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters*. Portland, Maine: J. Weston Walch, 1988.

Giannetti, George. *The Spanish Teacher Book of Lists*. Portland: J. Weston Walch, 1989. ISBN 0-8251-1503-5

Giannetti, George. *Un Calidoscopio de palabras*. Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7

Iacofano, Judy. *Foreign Language Teacher's Internet Yearbook*. Suburn, Hills, MI: Teacher's Discovery, 1996.

*Juntos Magazines*, New Jersey: Prentice-Hall, Inc., 1997. ISBN 0-13-838905-5

Kolkowska, Ana and Libby Mitchel. *¡Arriba¡ 1 Cuaderno del alumno*. Halley Court, Jordan Hill, Oxford: ISBN 0-435-39026-0

Leon, Vicki. *70 Spanish Activities*. Portland: J. Weston Walch, 1984. ISBN 0-8251-0248-0

McConnell, Mary. *Snappy Starters*. Portland: J. Weston Walch, 1991.

Morrow, Patricia. *Buscapalabras en español*. Portland: J. Weston Walch, 1991. ISBN 0-8251-1873-5

Nessier Echenberg, Eva. *Abrir Paso 1*. Montreal, Quebec: Miraflores, 1994. IBSN 2-921554-054

Ontario Ministry of Education and Training. *You and the Job Market: Quick reference to today's job market for career counselling and career planning*. Ontario: 1997.

*¿Qué tal?* London: Mary Glasglow Magazines-Scholastic, 1999. ISBN 0033-5940

Samaniego, F.A., M.C. Brown, P.H. Carlin, S. Gorman, and C.L. Sparks. *¡Dime!* Lexington, Massachusetts: D.C. Heath and Company, 1993. ISBN 0-669-23881-3

Zayas-Bazan, Eduardo and Jose B. Fernandez. *¡Arriba!* Englewood, Cliffs: New Jersey, 1993. ISBN 0-13-044306-9

### Magazines

*Chicos, Muchachos, Todos Amigos, ¡Vamos!* – ELI Distributors, The Resource Centre, P.O. Box 190 Walterloo, Ontario N2J 3Z9 Tel. (519) 885-0826, Fax (519) 747-5629

### Technological

*Batalla de palabras*. Roanoke: Gessler Publishing Co., Inc., 1987. (software)

Gaiero, Robert D. *Spanish Bit by Bit 1, 2, 3*. St. Catherines: Tutor Enterprises, 1996. (software)

*Batalla de palabras*. Roanoke: Gessler Publishing Co. Inc., 1987 (software)

*Spanish for Everyone*. Cambridge: The Learning Company, 1997. ISBN 0-7630-1489-3 (CD-ROM)

Video, *A Piece of the Puzzle* (Guidance Department or contact Fairmeadow Centre, Toronto District School Board, Tel. (416)-395-4920

### Internet

Please note that these sites were in use at the time of publication.

Yahoo – Spanish – http://www.yahoo.com
Lycos – Spanish – http://www.lycos.es
Excite – Spanish – http://www.excite.es
AltaVista – English – http://www.altavista.com
An elegant multi-lingual search engine – http://www.google.com
Ontario Modern Language Teachers Association – http://webhome.idirect.com/~omlta/
Modern Language Association of America – http://www.mla.org/
American Council on the Teaching of Foreign Languages – http://www.actfl.org/
Kathy Schrock's Guide for Educators-Assessment Rubrics – http://school.discovery.com/schrockguide/assess.html
Biblia – http://www.catolicos.org/biblias.htm
Comparative Cultural Studies – http://www.mexconnect.com/mex_/culxcomp.html
Mayan Folktales – http://LanguageCenter.cla.umn.edu/lc/surfing/spanish.html
Mayan Calendar – http://saxakali.com/historymam7.htm
¡Fiestas! – http://www.mexdesco.com/fiestas/1852.htm
List of Mexican Fiestas – http://www.mexico-travel.com/fiestas/fiestas_inf_eng.html
Sí, Spain – http://www.SiSpain/english/index.html
Send a Postcard – http://www.xenus.com/postcard
E-greeting cards – http://www.sendgreeting.com
Documentos de Santos – http://www.catolicos.org/documentossantos.htm
Multimedia Holy Cards – http://catolicos/org/hdycards.htm
3-D Atlas – http://www.3datlas.com
Country Information – http://www.excite.com/travel/countries
Countries Online – http://www.altapedia.com/online/contents.htm
Great Maps – http://www.national geographic.com/resources/ngo/maps
CNN City Maps – http://www.cnn.com/TRAVEL/CITY.GUIDES

A World of Information – http://www.emulateme.com
Chichen Itza – Prehispanic City – http://osfl.gmu.edu/~reastlan/slide8.htm
Madrid Monthly – http://www.softdoc.es/
Links to Latin American Sites – http://www.latinolink.com
Latin America – http://latinworld.com
Mexico Online – http://www.mexicool.com
Virtual Spain – http://www.clark.net/pub/jumpsam/index.html
Spain's Office of Tourism – http:www.okspain.org
Tour Spain – http://www.spaintour.com/indexe.html
Cyber Spain – http://www.cyberspain.com/
Mexico City – http://www.mexicocity.com.mx
Guatemala – http://www.eecs.wsu.edu/~pomero/literatura/guatemala.html
Peru – http://www.peru-info.com/
Chile – http://sunsite.dcc.uchile.cl/chile/chile.html
Spanish Pen-pals – http://www.inetworld.net/eac/penpal.htm
E-mail Amigos – http://www.geocities.com/Athens/Thebes/6177/flaglinks.html
Intercultural E-mail – http://www.stolaf.edu/ntework/iecc
Kids Linking Around The World – http://www.kidlink.org
Familias Católicas – http://www.catolicos.org/familias.htm
Dictionaries – http://www.onelook.com
Language Translation – http://www.logos.it
http://dictionaries.travlang.com
Spanish I Review Exercises – http://www.u.arizona.edu/~jmcconne/101_review.html
Basic Vocabulary – http://members/aol.com/alvareze/spanish/frame.html
Grammar Worksheets – http://php.indiana.edu/~jsoto/ejercicios.html
Self-Check Exercises – http://mld.ursinus.edu/~jarana/Ejercicios/self_check.html
Activities and Games – http://www.mundolatino.org/rinconcito/
Menus – http://www.onlinemenus.com
The Web Gourmet – http://www.gourmetspot.com
Spain's Foremost Newspaper – http://www.elpais.es
Electronic News Magazine – http://noticias.ole.es
Bilingual Magazine – http://www.enespanol.com/home.html
Costa Rican Newspaper – http://www.nacion.co.org
Worldwide Newspapers – http://www.all-links.com/newscentral
News from Colombia – http://www.elheraldo.com.co
The Bullfight – http://www.andalucia.com/bullfight/home.htm
Bullfighting in Peru – http://www.rcp.net.pe/rcp/toros
The Running of the Bulls – http://webcom.com/fermin/guide/encierro.html
Flamenco Dancing – http://www.andalucia.com/flamenco/home/htm
Christmas Around the World – http://www.gsh..org/schools/USA/GA/PGE5061/around2.htm
List of Mexican Fiestas – http://ww.mexico-travel.com/fiestas/fiestas_inf_eng.html
El Día de los Muertos – http://www.azcentral.com/ent/dead/altar/
Quinceañera – http://www.latinabride.com/engquince.html

History of Cinco de Mayo – http://www.vivacincodemayo.org/history.htm
Holy Week – http://guia.semanasanta.andal.es
Our Lady of Guadalupe – http://spin.com.mx/~msalazar
Holiday Celebrations – http://www.holidays.net
Holidays Around the World – http://www.holidayfestival.com
Virtual Tourist – http://www.vtourist.com/
Magazines Galore – http://www.enews.com
Listen Up – http://www.live-online.com
We're All Kids – http://www.kidscom.com
Sports News – http://www.2001.com.ve/deportes.html
Soccer Updates – http://www.fie.us.es/ocio/futbol/futbol.html
CNN en español – http://www.cnnenespanol.com
All Sports – http://allsports.com
Sports Search – http://www.oldsport.com
Sports Around the Globe – http://www.sportsline.com/u/worldwide
Celebrity Athletes – http://www.mrshowbiz.go.com/people/catbrowse/athleteindex.html
WWW Women's Sports Page – http://fiat.glis.utexas.edu/~lewisa/womsprt.html
Legends of the Game – http://www.cmgww.com/sports.html
Sports History – http://www.hickoksports.com/history.
Nation to Nation – http://www.your-nation.com
Library of Congress Studies Countries – http://lcweb2.loc.gov/frd/cs/cshome.html
Currency Converter – http://www.x-rates.com
http://www.oanda.com
Traveling to a Foreign Country? Spanish for travellers – http://www.travlang.com
Happy Birthday – http://www.440.com/twtd/today.html
http://www.scopesys.com/anyday
http://www.famousbirthday.com
Culture Vulture – http://www.culturefinder.com
Newspaper – El Popular – http://www.diarioelpopular.com
Comida Mexicana – http://www.mexicodesconocido.com.mx/comida/2070.htm
National Beverages of Mexico – http://www.mexdesco.com/bebidas/bbdanals.htm
More recipes – http://www.xmission.com:8000/~dderhak/recipes.html
Traditional Recipes – http://www.ozemail.com.au/~spain/cooking.htm
Venezuelan Cooking – http://members.tripod.com/~cocinavzla/top.html
Colorful Cooking of South America – http://www.cs.yale.edu/~hupfer/global/regions/sam/html
Menus – http://ww.onlinemenus.com
Epicurious – http://www.epicurious.com
Wanna Buy Something? – http://onlinesports.com
http://www.gear.com
What a Deal! – http://www.bargaindog.com
http://www.salescircular.com
Consumer Issues – http://www.consumerworld.org
Fashion and Style – http://www.firstview.com
http://www.fashionmall.com

Real Audio – http://www.realaudio.com
http://www.timecast.com
http://www.broadcast.com
Worldwide Newspapers – http://www.all-links.com/newscentral
Magazines Galore – http://www.enews.com

## Community

Community organizations, consulates, bookstores, radio/television stations, library, Spanish newspapers, magazines, Spanish Catholic Bible.

## Resources For Spanish Teachers

### Dictionaries

**Bilingual: Spanish/English**

*Diccionario Simon & Shuster International* (2nd ea., 1997, hdc) ISBN 0-02-862013-5

*Collins Spanish/English Dictionary* (5th ea., 1997, hdc) thumb indexed ISBN 0-00471023-1
plain ISBN 0-00471024-X

*Oxford Spanish/English Dictionary* (2nd. ea., 1998, hdc) thumb indexed ISBN 0-19-8600704
main ISBN 0-19-860069-0

The Canadian Oxford Picture Dictionary (1997, pbk) ISBN 0-19435207-2

**Unilinual Spanish**

*Diccionario Larousse Pequeño Ilustrado* (1998, hdc) ISBN 84-8016-325-9

*Clave Diccionario de Uso del Español* (SM, 1996, hdc) ISBN 84-348-5193 -8

*Diccionario Para la Enseñanza de la Lengua Española* (VOX, hdc) ISBN 84-7153-813-X

*Diccionario Salamanca de la Lengua Española* (Santillana, 1996. pbk) ISBN 84-294-4371-1

*Diccionario Didáctico de Español Avanzado* (Madrid: SM, flexicover) ISBN 84-348-5636-0

*Diccionario Didáctico de Español Intermedio* (SM. 1997, flexicover) ISBN 84-348-4112-6

**Synonyms and Antonyms**

*Thesaurus Sinónimos, Antónimos Y Asociación De Ideas* – 2 Vols. Sonena, 1996. ISBN 84-303-1018-5

**Grammar**

Gómez Torrego, Leonardo. *Gramática Didáctica del Español.* SM, 1998.

*A New Reference Grammar of Modern Spanish.* Butt/NTC. ISBN 0-8442-7088-1

Holt. *1001 Pitfalls in Spanish*. Barron's. ISBN 0-8120-3717-0

**Verb Books**

Bescherelle. *El Arte de Conjugar en Español*. Hatier. (pbk) ISBN 2-89428-332-6

Kendris. *501 Spanish Verbs*. Barron's. ISBN 0-8120-9282-1

Zamir. *750 Spanish Verbs and Their Uses*. Wiley. ISBN 0-471-53939-2

*Los Verbos Españoles*. Williamson/Legas. ISBN 0-921252-58-7

**Idioms and Others**

Savaiano. *2001 Spanish and English Idioms*. Barron's. ISBN 0-8120-9028-4

Carbonell Basset. *Dictionary of Spanish/English Proverbs*. Barron's.

Cassagne. *101 Spanish Idioms*. NTC. ISBN 0-8442-72 1 7-5

Navarro. *Mastering Spanish Vocabulary*. Barron's. ISBN 0-8120-9110-8

Jackson. *Guide to Correspondence in Spanish*. NTC. ISBN 0-8442-70334

## Cultural Material

**Note:** G# refers to order number supplied by Girol Books (Ottawa, Ontario).

### Colección - Biblioteca Básica de Historia (España: Anaya)

| | |
|---|---|
| Iberia: Los orígenes | G#6201 |
| Hispania: Romanos y visigodos | G#6202 |
| La edad media en España: El predominio musulmán | G#6203 |
| La edad media en España: El predominio cristiano | G#6204 |
| La España de los reyes católicos | G#6205 |
| La España del siglo XVI | G#6206 |
| La España del siglo XVII | G#6207 |
| La España del siglo XVII | G#6208 |
| La España del siglo XVIII | G#6209 |
| La España del siglo XIX (1789-1833) | G#6210 |
| La España del siglo XIX (1834-1898) | G#6211 |
| España: Siglo XX (1931-1939) | G#6212 |
| España: Siglo XX (1939-1978) | G#6213 |

### History and Culture - Latin America

| | |
|---|---|
| Historia de América Latina (SGEL)<br>(ISBN 84-7143-424-5) | G#6200 |
| El Pueblo Inca (Ed. SM)<br>(ISBN 84-348-3298-4) | G#2140 |
| El Pueblo Maya (Ed. SM)<br>(ISBN 84-348-2512-0) | G#827 |
| La Cultura Azteca (Ed. SM)<br>(ISBN 84-348-3303-4) | G#1126 |
| La Ruta del Nuevo Mundo (Ed. SM)<br>(ISBN 84-348-3073-6) | G#1974 |

### Colección - Cronito en la Historia (Trillas)

| | |
|---|---|
| El encuentro (7 a 12 ados) | G#6173 |
| México colonial (7 a 12 ados) | G#6174 |
| La independencia de México (7 a 12 ados) | G#6175 |
| Las leyes de reforma y el imperio (7 a 12 ados) | G#6176 |
| Una nueva nación: México independiente (8 a 12 ados) | G#6177 |

### Colección - Biblioteca Básica de Historia (España: Anaya)

| | |
|---|---|
| La América precolombina | G#6214 |
| Colón y el descubrimiento | G#6215 |
| América Latina: Época colonial | G#6216 |
| América Latina: La independencia | G#6217 |

## Geography

| | |
|---|---|
| *Everest Atlas Enciclopédico: Países De América.* Everest. ISBN 84-241-2522-3 | G#427 |

### Graded Readers/Narrative

*Collection - Leer En Español* (Spain: Ed. Santillana)

**Level 1** (up to 400 words)

- Acquaroni. *El Sueño De Otto* (84-2944042-9)
- Acquaroni. *La Sombra de un Fotógrafo* (84-294-3435-6)
- Acquaroni. *Soñar un Crimen* (84-294-3432-1)
- Moreno. *El Misterio de la Llave* (84-2944040-2)

Orejudo & González Vela. *Mala Suerte* (84-2944045-3)
Tosal. *¡Adiós, Papá!* (84-294-3610-3)
Uría. *Una Mano en la Arena* (84-294-3479-8)

**Level 2** (up to 700 words)
Acquaroni. *El Libro Secreto de Daniel Torres* (84-2944043-7)
Bécquer. *La Corza Blanca* (adaptation) (84-294-3593-X)
Carrrero. *La Ciudad de Los Dioses* (84-294-3437-2)
Cervantes. *Rinconete Y Cortadillo* (adaptation) (84-2944039-9)
Ortiz. *En Piragua Por El Sella* (84-294-34364)
Rodríguez Sordo. *El Señor De Alfoz* (84-2944046-1)
Surís & Rialp. *El Hombre Del Bar* (84-294-3480-1)
Surís. *La Chica de Los Zapatos Verdes* (84-294-3481-X)
Toscal. *Asesinato en El Barrio Gótico* (84-294-3483-6)

**Level 3** (up to 1000 words)
Anónimo. *Lazarillo de Tormes* (adaptation) (84-294-3614-6)
Bécquer. *La Cruz del Diablo* (adaptation) (84-294-3421-6)
Carrero. *El Secreto ie Cristóbal Colón* (84-294-3492-5)
Millás. *El Desorden de Tu Nombre* (adaptation) (84-294-3485-2)
Pérez Lugín. *La Casa de la Troya* (adaptation) (84-2944047-X)
Pérez Galdós. *Marianela* (adaptation) (84-294-3433-X)
Uría. *Pánico en la Discoteca* (84-294-3431-3)
Zorrilla. *Don Juan Tenorio* (adaptation) (84-2944048-8)

**Level 4** (up to 1500 words)
Benedetti. *La Muerte Y Otrassorpresas* (adaptation)(84-294-34844)
Blasco Ibáñez. *Sangre Y Arena* (adaptation) (84-294-3439-92)
Merino. *El Oro de Los Sueños* (adaptation) (84-294-3489-5)
Merino. *La Tierra del Tiempo Perdido* (adaptation)(84-294-3488-7)
Merino. *Las Lágrimas del Sol* (adaptation)(84-294-3490-9)
Millás. *Letra Muerte* (adaptation) (84-294-3487-9)
Uría. *Carnaval en Canarias* (84-294-3438-0)

**Level 5** (up to 2000 words)
Delibes. *Los Santos Inocentes* (adaptation)(84-294-3494-1)
Sorela. *Aire De Mar en Gádor* (adaptation) (84-294-3493-3)
Valera. *Pepita Jimenez* (adaptation)(84-294-3616-2)

**Level 6** (up to 2500 words)
Asturias. *El Señor Presidente* (adaptation)(84-294-3590-5)
Pardo Bazán. *Los Pazos de Ulloa* (adaptation) (84-294-36154)
Rojas. *La Celestina* (adaptation)(84-294-4331-2)

**Bilingual Texts: Spanish-English**
*Spanish Short Stories 1 - Cuentos Hispánicos 1.* Penguin. ISBN 0-14-002500-6
*Spanish Short Stories 2 - Cuentos Hispánicos 2.* Penguin. ISBN 0-14-003378-5

**Supplementary Materials with Cassettes**
*Español Para Principiantes* (Sara Jordan)
Book and cassette (1-895523-354)
*Collins Guide to Spanish Pronunciation.* Collins. ISBN 0-00-4270 1 9-0
*Spanish Vocabulary Trainer.* Barron's. ISBN 0-7641-7 121-6

## CD-ROM/Multimedia

*Let's Talk Spanish Vocabulary & Pronunciation.* Random House/Syracuse Language Systems.
ISBN 0-517-70770-5

- Windows CD-ROM, WIN 3.1/Win 95
- Beginner – Intermediate

*Spanish Now! Version 7.0.* Transparent Language.

- CD-ROM Sight/Sound, Windows, Windows 95, Macintosh, Power Macintosh
- Ages 12-Adult. Deluxe Edition (include Bow, Kiss, and Shake Hands)

*Tripleplay Plus Spanish.* Living Language. ISBN 0-517-70142-1

- Windows CD-ROM multimedia language package
- Age 8-Adult

*Español Escrtto en Ámbitos Laborales/Redactar Y Elaborar Todo Tipo de Documentos.* Difusion.
ISBN 84-89344-04-3
CD-ROM for Macintosh

**Games**
*Monopoly In Spanish*
*Scrabble - Spanish Edition*
*Bis - Jugamos En Español*
Juego de cartas
*Super Bis-Jugamos En Español*
Juego de cartas
*Linguafun! Spanish Language Learning Card Games*
*Spanish Playing Cards*
Baraja española
*Magnet Poetry – Spanish Edition*
**Nota Bene:** The above resources are available from Girol Books Inc. P.O. Box 5473 Station F, Ottawa, Ontario K2C 3M1, Tel./Fax (613) 233-9044

## The World Wide Web

**Search Engines**
Yahoo – www.yahoo.com/
Yahoo Espanol – espanol.yahoo.com/
Webcrawler – www.webcrawler.com/
InfoSeek – www.infoseek.com/

**Newspapers and magazines**
www.mediainfo.com/emediajs/html
libraries mit.edu/humanities/flnews
yahoo.com/news/
cnnespanol.com/
www.elmercurio.cl/

**City/country information**
City Guide – www.city.net/
Embassies – www.embassy.org
Ciudad virtual – www.laeff.esa.es/~crb/

**Weather**
cnnespanol.com/tiempo/
cnn.com/weather/
www.intellicast.com/search/

**Culture/education**
Latin American Studies Virtual Library – www.lanic.utexas.edu/las.html
Classroom Connections for e-mail Partners – www.stolaf.edu/network/iecc/
Food (Spanish recipes) – www.recetario.com/recetari

**Other Sites of Interest**
Electronic Embassy – http://www.embassv/org/
The Tecla Home Page from Birkbeck College London (Teaching resources) – http://www.bbk.ac.uk/Departments/SpanishTecla/
WorldWide Classroom – http://www.worldwide.edu/index.html
Web 66: International WWW School Registry – http://web66.coled.umn.edu/schools.html
The World Wide Web Virtual Library: Latin American Studies – http://www.lanic.utexas.edu/las.html
Univision (television station from Miami) – http://www.univision.net/startpage.html

**Jobs/Careers/Trades**
http://www.monster.com
http://www.careermosaic.com
http://www.jobdirect.com
http://careers.yahoo.com
http://www.jobsleuth.com
http://www.employmentspot.com

## OSS Policy Applications

Teachers refer to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*. It is the responsibility of the teacher to review the necessary language structures in order to give students the basis for a successful learning experience. Any resources to support anti-discrimination education, equity/social justice issues, career goals/co-operative education, community partnerships, and faith development support many of the Ontario Secondary School Policies as well as The Ontario Catholic School Graduate Expectations. Teachers are familiar with *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999.*

## Course Evaluation

At the end of this course, teachers have the opportunity to assess the overall effectiveness of their programs. Teachers may utilize a student evaluation form to gather information on how to modify the program for further student success. Teachers should review the content and the instructional and assessment strategies of the course in order to revise the Spanish program to improve student achievement of the expectations.

# Coded Expectations, International Languages, Level 2, LBABD-LYXBD

## Oral Communication: Listening

### Overall Expectations

**OLV.01**
– demonstrate an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level.

### Specific Expectations

**OL1.01**
– respond to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;

**OL1.02**
– use visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);

**OL1.03**
– identify features of the culture of countries where the language is spoken (e.g., holidays and cultural events).

## Oral Communication: Speaking

### Overall Expectations

**OSV.01**
– communicate orally in various situations and for different purposes, using simple language appropriate to the level.

### Specific Expectations

**OS1.01**
– use standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);

**OS1.02**
– use simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);

**OS1.03**
– express opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on television shows);

**OS1.04**
– apply knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations).

## Reading

### Overall Expectations

**REV.01**
– read age- and language-appropriate passages from various sources for different purposes.

### Specific Expectations

**RE1.01**
– read a range of texts for comprehension, consolidation of oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
**RE1.02**
– read aloud with expression, to further develop standard pronunciation, intonation, and tones;
**RE1.03**
– use visual cues (e.g., illustrations, punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine the meaning of texts in print and other media (e.g., magazines, newspaper articles, texts on CD-ROMs and the Internet);
**RE1.04**
– respond to what they read in a variety of ways (e.g., retell stories);
**RE1.05**
– identify features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites).

## Writing

### Overall Expectations

**WRV.01**
– write for different purposes and audiences, using simple language appropriate to the level.

### Specific Expectations

**WR1.01**
– write simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
**WR1.02**
– write a variety of questions and answers;
**WR1.03**
– write in different forms to express ideas and opinions, using a model (e.g., prepare a questionnaire);
**WR1.04**
– use resources to make their writing more effective (e.g., dictionaries, input from teachers);
**WR1.05**
– apply knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country).

## Grammar and Language Knowledge

**GL1.01 Nouns**

– use of articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – use of the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns

**GL1.02 Prepositions**

– prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*)

**GL1.03 Pronouns**

– subject pronouns, singular and plural, – interrogative pronouns (e.g., *who, what*) , – direct object pronouns (e.g., *me, him*)

**GL1.04 Verbs**

– present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*) , – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), –perfect past tense (simple past tense in some international languages), –use of negative forms (e.g., *don't, won't*)

**GL1.05 Adjectives**

– regular adjectives and irregular adjectives, including frequently used irregular adjectives (e.g., *good*), – expressions of quantity, – possessive adjectives (e.g., *my, your, his, her, our, their*), – demonstrative adjectives (e.g., *this, that*), – interrogative adjectives (e.g., *which*)

**GL1.06 Conjunctions**

– common conjunctions (e.g., *and, or, but, because, when*)

**GL1.07 Adverbs**

– adverbs used to modify verbs (e.g., *She drives quickly.*), – adverbs used to modify adjectives (e.g., *I am very happy.*), – adverbs of time (e.g., *yesterday, today, tomorrow*), – formation of simple adverbs

**GL1.08 Syntax**

– word order in simple sentences, positive, interrogative, negative, – word order in complex and compound sentences, – gender and number agreement

**GL1.09 Vocabulary**

– days of the week, months of the year, time of day, – names of colours, – words associated with the family, food, leisure, friends, music, sports, professions, careers, shopping, television, advertisements, – words associated with transportation, geography, places (e.g., *school, office, factory*), – basic salutations, – cardinal numbers (1-100) and ordinal numbers (e.g., *the first day*), – names of currency

**GL1.10 Other Elements**

– expressions useful in the classroom (e.g., expressions used to ask permission, simple commands), – idiomatic expressions, – essential characteristics of the writing system, as required

## Ontario Catholic School Graduate Expectations

**The graduate is expected to be:**

**A Discerning Believer Formed in the Catholic Faith Community** who

**CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;

**CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;

**CGE1c** -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;

**CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;

**CGE1e** -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)

**CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;

**CGE1g** -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;

**CGE1h** -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;

**CGE1i** -integrates faith with life;

**CGE1j** -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

**An Effective Communicator** who

**CGE2a** -listens actively and critically to understand and learn in light of gospel values;

**CGE2b** -reads, understands and uses written materials effectively;

**CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;

**CGE2d** -writes and speaks fluently one or both of Canada's official languages;

**CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**A Reflective and Creative Thinker** who

**CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

**CGE3b** -creates, adapts, evaluates new ideas in light of the common good;

**CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;

**CGE3d** -makes decisions in light of gospel values with an informed moral conscience;

**CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;

**CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

**A Self-Directed, Responsible, Life Long Learner** who

**CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

**CGE4b** -demonstrates flexibility and adaptability;

**CGE4c** -takes initiative and demonstrates Christian leadership;

**CGE4d** -responds to, manages and constructively influences change in a discerning manner;

**CGE4e** -sets appropriate goals and priorities in school, work and personal life;

**CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;

**CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

**CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor** who

**CGE5a** -works effectively as an interdependent team member;

**CGE5b** -thinks critically about the meaning and purpose of work;

**CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;

**CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

| | |
|---|---|
| **CGE5e** | -respects the rights, responsibilities and contributions of self and others; |
| **CGE5f** | -exercises Christian leadership in the achievement of individual and group goals; |
| **CGE5g** | -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others; |
| **CGE5h** | -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation. |

**A Caring Family Member** who

| | |
|---|---|
| **CGE6a** | -relates to family members in a loving, compassionate and respectful manner; |
| **CGE6b** | -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended; |
| **CGE6c** | -values and honours the important role of the family in society; |
| **CGE6d** | -values and nurtures opportunities for family prayer; |
| **CGE6e** | -ministers to the family, school, parish, and wider community through service. |

**A Responsible Citizen** who

| | |
|---|---|
| **CGE7a** | -acts morally and legally as a person formed in Catholic traditions; |
| **CGE7b** | -accepts accountability for one's own actions; |
| **CGE7c** | -seeks and grants forgiveness; |
| **CGE7d** | -promotes the sacredness of life; |
| **CGE7e** | -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society; |
| **CGE7f** | -respects and affirms the diversity and interdependence of the world's peoples and cultures; |
| **CGE7g** | -respects and understands the history, cultural heritage and pluralism of today's contemporary society; |
| **CGE7h** | -exercises the rights and responsibilities of Canadian citizenship; |
| **CGE7i** | -respects the environment and uses resources wisely; |
| **CGE7j** | -contributes to the common good. |

## Unit 1: *¡Mucho Gusto!*

**Time:** 17 hours
**Lead Writer:** Sandra Pagliaroli, Windsor Essex Catholic District School Board
**Unit Developers:**
Biagio Aulino, York Catholic District School Board
Luis Bustos, Peterborough Victoria Northumberland and Clarington Catholic District School Board
John Pusztay, Hamilton Wentworth Catholic District School Board
Luisa Ventura, Simcoe Muskoka Catholic District School Board
**Development Date:** July 2000

### Unit Description

This unit is intended to provide students with a solid introduction to the Spanish language and a glimpse into the richness of its culture. Students learn to how to greet others, introduce themselves and their classmates, and ask for and state place of origin. Students learn to ask how someone is, ask for and state age, as well as seek and provide personal information. In addition, students recognize common classroom expressions and vocabulary, tell what time it is, express courtesy, and discuss school schedule and activities. Furthermore, students state location and communicate via telephone; talk about places in the city; as well as extend, accept, and refuse invitations. The unit activities lay the foundation for self-help and co-operative learning, whereby team members learn to respect the rights, responsibilities, and contributions of self and others.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE1d, CGE1h, CGE2a, CGE2b, CGE2c, CGE2e, CGE4a, CGE4b, CGE4c, CGE5a, CGE5e, CGE7f, CGE7g, CGE7j.
**Strand(s):** Oral Communication, Reading, Writing
**Overall Expectations:** OLV.01, OSV.01, REV.01, WR1.01.
**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.04, RE1.02, RE1.05, WR1.01, WR1.02, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.08, GL1.09, GL1.10.

### Activity Titles (Times + Sequence)

| | | |
|---|---|---|
| Activity 1 | *¡Hola!* | 150 minutes |
| Activity 2 | *Mi horario de clases* | 120 minutes |
| Activity 3 | *Mi Onomástico* | 130 minutes |
| Activity 4 | *Mi ciudad* | 160 minutes |
| Activity 5 | *Hablar por teléfono* | 170 minutes |
| Activity 6 | *Las ciudades de habla hispana* | 300 minutes |

### Unit Planning Notes

- Teachers gather the resources listed.
- Refer to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* document in order to establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.
- Teachers prepare the criteria checklists for the unit activities prior to introducing the unit.

## Prior Knowledge Required

None

## Teaching/Learning Strategies

- A variety of teaching and learning strategies have been provided to maintain the interest of students and maximize success for all types of learners.
- The teacher pre-teaches/reviews functional language (structure, theme vocabulary) required for the successful completion of the tasks.
- Whole class strategies include brainstorming, problem solving, general discussion, and presenting/introducing.
- The following teaching and learning strategies are used: memorizing, collaborative/co-operative learning, interviewing, oral communication, reporting, Internet search, and videotaping.
- Students use appropriate language structures in all three strands.
- The teacher prepares language/vocabulary worksheets.
- The teacher prepares a quiz to assess verb forms.
- The teacher prepares and/or finds pictures to represent new vocabulary.
- The teacher procures any resources essential for the presentation of this extensive introductory unit.
- The teacher prepares assessment sheets and/or rubrics for the assessment of oral and written activities.
- The teacher provides listening comprehension activities which increase in complexity.
- The teacher establishes use of portfolios as evidence of student growth.

## Assessment and Evaluation

- Note-taking, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, and conferencing.
- Formal and informal observation, paper-pencil tests, improvisations, formal written assignment.
- Survey assignment, listening exercises (i.e., dictations), and student portfolios.

## Accommodations

- Consult with Special Education staff for specific recommendations and accommodations for students identified with special needs according to IEPs.
- Pair students so that one student's strengths help compensate for another student's challenges.
- Adapt the number of required activities and the level of difficulty to agree with the IEPs for students identified as gifted and talented, ESL, ELD, physically challenged, etc.

## Resources

### Print

Best, Shirley. *¡Todos ganan!* Portland: J. Weston Walch, 1985. ISBN 0-8251-0251-0

Brett, Robert J. *¡Mucho Gusto!* EMC Publishing: St. Paul, Minnesota, 1990. ISBN 0-8219-0246-6

Frobose, Mark. *Relatos divertidos*. Portland: J. Weston Walch, 1988. ISBN 0-8251-1303-2

Funston, James F. *En Sus Marcas*. Saint Paul Minnesota: EMC/ Paradigm Publishing, 2000. ISBN 0-8219-1888-5

Giannetti, George. *The Spanish Teacher Book of Lists*. Portland: J. Weston Walch, 1989. ISBN 0-8251-1503-5

Giannetti, George. *Un Calidoscopio de palabras*. Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7

*Juntos*. New Jersey: Prentice-Hall, Inc., 1997. ISBN 0-13-838905-5

Leon, Vicki. *70 Spanish Activities*. Portland: J. Weston Walch, 1989. ISBN 0-8251-0248-0

McConnell, Mary. *Snappy Starters*. Portland: J. Weston Walch, 1991.

Morrow, Patricia. *Buscapalabras en español*. Portland: J. Weston Walch, 1991. ISBN 0-8251-1873-5

*¿Qué tal?* London: Mary Glasglow Magazines-Scholastic, 1999. ISBN 0033-5940

Samaniego, F.A., M.C. Brown, P.H. Carlin, S. Gorman, and C.L. Sparks *¡Dime!* Lexington, Massachusetts: D.C. Heath and Company, 1993. ISBN 0-669-23881-3

Valette, Jean-Paul and Rebecca Valette. *Spanish for Mastery 1*. Lexington: D.C. Heath and Company, 1984. ISBN 06172-7

### Technological

*Batalla de palabras*. Roanoke: Gessler Publishing Co., Inc., 1987. (software)

Gaiero, Robert D. *Spanish Bit by Bit 1, 2, 3*. St. Catherines: Tutor Enterprises, 1996. (software)

*Spanish for Everyone*. Cambridge: The Learning Company, 1997. ISBN 0-7630-1489-3 (CD-ROM)

### Internet

Please note that these sites were in use at the time of publication.

Yahoo – Spanish – http://www.yahoo.com

Lycos – Spanish – http://www.lycos.es

Excite – Spanish – http://www.excite.es

AltaVista – English – http://www.altavista.com

Comparative Cultural Studies – http://www.mexconnect.com/mex_/culxcomp.html

Mayan Folktales – http://LanguageCenter.cla.umn.edu/lc/surfing/spanish.html

Mayan Calendar – http://saxakali.com/historymam7.htm

Fiestas – http://www.mexdesco.com/fiestas/1852.htm

List of Mexican Fiestas – http://www.mexico-travel.com/fiestas/fiestas_inf_eng.html

Sí, Spain – http://www.SiSpain/english/index.html

### Community

Community organizations, consulates, bookstores, radio/television stations, library, Spanish newspapers, magazines, Spanish Catholic Bible (*Sagrada Biblia*, Catholic Publishers: Nashville, Tennessee, 1980).

## Activity 1: *¡Hola!*

**Time:** 150 minutes

### Description

In this activity, students are given the opportunity to greet and introduce a classmate and state their place of origin. Students dialogue effectively in a communicative situation by demonstrating a confident and positive sense of self and respect for the dignity and welfare of others. They also present information and ideas clearly, honestly, and with sensitivity to others. These activities allow students to exercise Christian leadership in the achievement of individual and group goals while providing them with an opportunity to respect the rights, responsibilities, and contributions of self and others.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

2a - listens actively and critically to understand and learn in light of the gospel values;
2b - reads, understands, and uses written materials effectively;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
4c - takes initiative and demonstrates Christian leadership;
5a - works effectively as an interdependent team member.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**
OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**
OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.01 - uses articles with nouns, - formation of the plural; irregular plurals, - gender of nouns, uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*).

## Planning Notes

- Prepare the necessary visual aids.
- Select video segments and prepare a listening activity.
- Prepare audiocassette for authentic sounding pronunciation.
- Select a listening activity about greetings and introductions.

## Prior Knowledge Required

No prior knowledge of the Spanish language is required for this activity

## Teaching/Learning Strategies

1. With a partner, the student is able to identify and apply different ways to greet and introduce a classmate in this activity.
2. The teacher distributes a vocabulary list of *saludos* (see Appendix 1-H).
3. Students are able to achieve these goals by memorizing and working collaboratively in preparing a dialogue.
4. The teacher role plays a dialogue between two people who are meeting for the first time.
5. The teacher teaches months of the year, days of the week, seasons, the alphabet, numbers (1-50), names, and simple adjectives.
6. The teacher teaches how to state one's name, age, and place of origin (use of preposition *de*).

7. The teacher teaches classroom vocabulary and common classroom expressions.
8. The teacher may wish to use simple math equations to emphasize/reinforce number vocabulary.
9. The teacher may use a map of Canada and give students directions on how to locate places (e.g., Winnipeg is found in section E5). This exercise reinforces number vocabulary and the alphabet.
10. The teacher may choose to have students spell their names and/or chosen vocabulary words (e.g., a friendly Spelling Bee).
11. The teacher establishes the use of portfolios as evidence of student growth.
12. The teacher provides listening activities to reinforce new vocabulary, numbers, and alphabet.
13. The teacher provides listening activities (i.e., alphabet and/or number recitation by an authentic Spanish speaking person).
14. The teacher may use a student who is fluent in Spanish to make a cassette tape which the class may listen to. (There are also may commercial cassette tapes available which provide listening activities, probably including the program which the teacher presently uses.)

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher | Discussion |
| Formative/Diagnostic | Checklist | Student/teacher | Questions/answers |
| Formative | Paper/pencil | Teacher | Worksheet |
| Formative | Quizzes | Student | Aural/written |
| Summative | Rubric | Teacher | Oral presentation |

## Accommodations

- Elicit the assistance of the Special Education personnel to provide remedial opportunities where needed.
- Provide extra rehearsal time for oral activities.
- Refer to recommendations made by Special Education staff re: specific accommodations for students with special needs.

## Resources

Video of salutations in Spanish (commercially produced in program in use or by Spanish-speaking students)

Audiocassette (commercially produced in program in use or by Spanish-speaking students)

## Appendices

Appendix 1-A – Rubric for Introduction Dialogue
Appendix 1-H – Saludos, Introducciones y Despedidas

## Activity 2: *Mi horario de clases*

**Time:** 120 minutes

### Description

In this activity, students design their class schedule using pertinent vocabulary dealing with classes, schedules, and daily classroom activities. Students read, understand, and use written materials effectively. By integrating learning from various subject areas and experiences, students adopt a holistic approach to life. Finally, students examine and reflect on their personal values, abilities, and aspirations influencing life's choices and opportunities through the activity based on courses chosen.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

2a - listens actively and critically;
2b - reads, understands, and uses written materials effectively;
2e - respects the rights, responsibilities, and contributions of self and others;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.01 - writes using simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structure appropriate to the level (e.g., describe an ideal friend);
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*);
GL1.05 - possessive adjectives (e.g., *my, your, his, her, out, their*);
GL1.09 - vocabulary – days of the week, months of the year, time of day, – cardinal numbers (1-100) and ordinal numbers (e.g., *the first day*).

## Planning Notes

- Prepare a rating scale to evaluate *Mi horario de clases*.
- Create an authentic timetable.
- Prepare a transparency highlighting necessary vocabulary.
- Prepare Appendices 1-B, 1-G, and 1-I.

## Prior Knowledge Required

- Telling time, vocabulary dealing with subject disciplines, numbers (1-50)
- Salutations
- Use of nouns, subject pronouns, verbs (e.g., *ser*)

## Teaching/Learning Strategies

1. The teacher starts a discussion about various classes in a day.
2. The teacher teaches definite and indefinite articles, and gender and number agreement of nouns.
3. The teacher presents a vocabulary list of school subjects, and telling time.
4. The teacher reviews numbers from 1 to 50 and teaches cardinal numbers 50 to 100.
5. The teacher distributes vocabulary list of subjects (see Appendix 1-I).
6. Students are to write the definite articles for the class subjects (see Appendix 1-I).
7. Students individually brainstorm their daily schedule or an ideal school or class schedule.
8. The teacher distributes a copy of a blank timetable (Appendix 1-B).
9. Working individually, students complete a teacher-prepared timetable.
10. Students present their ideal timetable to the class orally and give two reasons why they prefer it.
11. The teacher and students brainstorm reasons prior to the oral presentation in order to create a list of generic reasons.
12. The teacher evaluates timetable using rating scale see (Appendix 1-B).

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher | Timetable Planning |
| Formative | Quizzes | Student | Aural/Written |
| Summative | Writing Skills | Student | Editing |
| Summative | Rubric | Teacher | Oral Presentation |

## Accommodations

- Arrange for assistance with written assignments. This assistance may be provided by a peer, a classroom teacher, or Special Education staff according to student's specific needs.
- Adjust the time allotted for completion of written assignments.

## Resources

Provide a sample timetable (see Appendix 1-G).

Reinforcement vocabulary activities (e.g., *Buscapalabras* – consult unit Resources).

Spanish/English dictionaries for all students (a class set if possible).

## Appendices

Appendix 1-B – Rating Scale for *Mi horario de clases*
Appendix 1-G – *Mi horario de clases*
Appendix 1-I – *Las materias*

## Activity 3: *Mi Onomástico*

**Time:** 130 minutes

### Description

In this activity, students learn the importance of the celebration of a particular Saint's day. Its religious significance in the Spanish-speaking world is highlighted. Students design and present a Saint's Day card. Through this activity, students integrate their Catholic faith with everyday life in Spanish speaking countries. They also gain a greater respect for the faith traditions of Spanish speaking cultures while creating, adapting, and evaluating new ideas in light of the common good. Furthermore, this activity guides their understanding of all faiths.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;
2a - listens actively and critically to understand and learn in light of gospel values;
2b - reads, understands, and uses written materials effectively;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
4a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
4b - demonstrates flexibility and adaptability;
4c - thinks reflectively and creatively to evaluate situations and solve problems;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
7j - contributes to the common good.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture of countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.04 - applies knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations);
RE1.02 -reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);

WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe a friend);
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - applies knowledge of the culture of the countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*);
GL1.09 - vocabulary: days of the week, months of the year, – cardinal and ordinal numbers;
GL1.10 - other elements: idiomatic expressions.

## Planning Notes

- Obtain visuals on the celebration of Saints as celebrated in Spain and in Latin America.
- Prepare a calendar listing all the Saints days (see Appendix 1-J).
- Prepare a transparency listing the Spanish-speaking countries and their patron Saints.
- Arrange use of computer lab or Library/Resource Centre.
- Reserve Bibles (Religion Department) and other resources (Library/Resource Centre) in order to provide ample information for the students.

## Prior Knowledge Required

- Numbers (1-100), months of the year, days of the week
- Review of Spanish names from introduction of Unit 1

## Teaching/Learning Strategies

1. The teacher discusses/explains why Saints' days are celebrated and their importance to the culture.
2. The teacher teaches the use of the expression *hay* (*haber*).
3. If possible, the teacher shows visuals of a religious fiesta which celebrates a Saint's day.
4. The teacher posts a religious calendar in the classroom where students can become aware of their own namesake Saint's day (see Appendix 1-J).
5. Invite a member of the school Parish (a priest or campus minister) to speak about the significance of celebrating Saints' days.
6. The teacher provides students with a copy of a Spanish religious bulletin (if possible) to determine the Saint days that will be celebrated during the month (see Appendix 1-J).
7. The teacher shows examples of religious greeting cards.
8. Students prepare their own Saint's Day greeting cards.
9. In a group, students match patron Saints with their perspective Spanish-speaking countries.
10. Students are given time to research (2-3 simple sentences) their chosen saint.
11. The teacher allows students to use the Internet to find information on their chosen saint.
12. The teacher teaches possible greetings which may appear on an *onomastico* greeting card prior to the beginning of the student card creation.
13. Students' greeting cards include a picture of the saint or other appropriate images as representation of the saint. Use of computer-generated cards is optional.

14. Students' greeting cards are presented orally to the class with an explanation of their chosen saint and to whom they would give the greeting card and why.
15. Students' greeting cards are evaluated by the teacher (see Appendix 1-C).

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher | Use of Class Time |
| Formative | Dictation | Student | Aural/Written |
| Summative | Completion Exercises | Student | Listening |
| Summative | Rubric | Teacher | Oral Presentation |

## Accommodations

- Consult student's IEPs to make accommodations in creating greeting card.
- Provide assistance with research project and oral presentation.
- Adapt expectations according to IEPs, e.g., allotted rehearsal time, required elements.

## Resources

Church Bulletin (local parishes)

Sample greeting cards (teacher to purchase or create own)

**Web Sites**

Comparative Cultural Studies – http://www.mexconnect.com/mex_/culxcomp.html

Mayan Folktales – http://LanguageCenter.cla.umn.edu/lc/surfing/spanish.html

Mayan Calendar – http://saxakali.com/historymam7.htm

Fiestas – http://www.mexdesco.com/fiestas/1852.htm

List of Mexican Fiestas – http://www.mexico-travel.com/fiestas/fiestas_inf_eng.html

Sí, Spain – http://www.SiSpain/english/index.html

Send a Postcard – http://www.xenus.com/postcard

E-greeting cards – http://www.sendgreeting.com

Documentos de Santos – http://www.catolicos.org/documentossantos.htm

Biblia – http://www.catolicos.org/biblias.htm

Multimedia Holy Cards – http://catolicos/org/hdycards.htm

## Appendices

Appendix 1-C – Rubric for Card Evaluation
Appendix 1-J – *Días Santos* – three pages

## Activity 4: *Mi ciudad*

**Time:** 160 minutes

### Description

In this activity, students work collaboratively to create a map of their ideal city. They label churches, museums, monuments, amusement parks, theatres, cinemas, art galleries, schools, stores, banks, sports centres, and restaurants. This activity helps students to develop attitudes and values founded on Catholic social teaching and promotes social responsibility, human solidarity, and the common good. Students read, understand, and use written material effectively while using and integrating the Catholic faith tradition in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life for all.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

2a - listens actively and critically to understand and learn in light of gospel values;
2b - reads, understands, and uses written materials effectively;
2c - presents information and ideas clearly and honestly with sensitivity to others;
5a - works effectively as an interdependent team member;
5e - respects the rights, responsibilities, and contributions of self and others;
7j - contributes to the common good.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, using dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe a friend);
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources;
GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*);
GL1.09 - vocabulary - words associates with geography, places (e.g., *school, office, factory*).

## Planning Notes

- Prepare a list of useful vocabulary dealing with the city (names of buildings, e.g., church, etc.).
- Obtain a map of a city in a Spanish-speaking country, a Canadian city , and/or their own city (Geography Department).
- Obtain a video of a Spanish-speaking city, a Canadian city, and/or their own city (Geography Department).
- Prepare a worksheet activity (a map).
- Prepare a rating scale to evaluate map (see Appendix 1-D).
- Obtain maps of the city from local tourist bureau.

## Prior Knowledge Required

- Proper use of the expression *hay*, indefinite/definite articles, gender and number agreement, and simple adjectives

## Teaching/Learning Strategies

1. The teacher and students brainstorm possible vocabulary related to maps and a city.
2. The teacher provides a list of vocabulary for this activity (Appendix 1-K).
3. The teacher teaches the present tense of the verb *estar*.
4. The teacher teaches use of position prepositions (*a la derecha, a la izquierda,* etc.).
5. The teacher uses a map of a Canadian city and/or student's city to accentuate the similarities and/or the differences between our cities and foreign cities. (Geography Department should have a set of maps of Canadian cities and/or their own city.)
6. The teacher uses local tourist bureau for maps of the city.
7. Post a map of a city where Spanish is spoken in the classroom and a map of their own city.
8. The teacher presents a map where students label the pertinent vocabulary of the city.
9. Students select group members and begin to brainstorm ideas for their ideal city.
10. Students use problem-solving techniques in designing their plan.
11. Students design a rough draft and a final copy of their ideal city.
12. Students present their ideal city (map) to the class and explain why their city is ideal (five adjectives to be used).
13. The teacher may choose to display or post their ideal city around the classroom. Students select their most ideal and their least ideal city by using a rating scale created by the teacher (see Appendix 1-D).
14. The teacher presents the chosen ideal city to the class.

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher | Student Participation |
| Formative | Quizzes | Student | Aural/Written |
| Formative | Self-/Peer Evaluation | Student | Checklist |
| Summative/Diagnostic | Checklist | Teacher | Use of Spanish |
| Summative | Rubric | Teacher | Evaluation of Map |

## Accommodations

- Pair students with a classmate whose strengths will compensate for another student's challenges.
- Monitor self- and peer evaluation.
- Adapt evaluation according to IEPs.

### Resources

Sample maps of Spanish-speaking cities (visit local tourist bureau).

Access information from cultural institutes (see Activity 3 for web sites).

Sample maps of own city with which to compare (Geography Department or local tourist bureau).

**Web Sites**

3-D Atlas – http://www.3datlas.com
Country Information – http://www.excite.com/travel/countries
Countries Online – http://www.altapedia.com/online/contents.htm
Great Maps – http://www.nationalgeographic.com/resources/ngo/maps
CNN City Maps – http://www.cnn.com/TRAVEL/CITY.GUIDES
A World of Information – http://www.emulateme.com

### Appendices

Appendix 1-D – Rating Scale to Evaluate a Map
Appendix 1-K – *Lugares en la ciudad*

## Activity 5: *Hablamos por teléfono*

**Time:** 170 minutes

### Description

This activity provides the student with opportunities to listen actively and critically to understand and learn in light of gospel values. Furthermore, students read, understand, and use written materials effectively with the intention of presenting information and ideas clearly and honestly and with sensitivity to others. In turn, this activity permits students to achieve excellence, originality, and integrity in their own work and support these qualities in the work of others.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

2a - listens actively and critically to understand and learn in light of gospel values;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
5a - works effectively as an interdependent team member;
5e - respects the rights, responsibilities, and contributions of self and others.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**
OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.01 - uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.03 - subject pronouns, singular and plural, – interrogative pronouns (e.g., *who, what*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – perfect past tense (simple past tense in some international languages), – uses negative forms, (e.g., *don't, won't*);
GL1.08 - word order in simple sentences, – positive, interrogative, and negative;
GL1.09 - cardinal numbers (1-100);
GL1.10 - idiomatic expression.

## Planning Notes

- Obtain video segment of a telephone conversation (program-generated).
- Prepare list of useful expressions dealing with phone calls.
- Create a list of expressions which must be included in a phone conversation (Appendix 1-L).
- Provide cassette recorders and blank tapes.
- Prepare a sample dialogue (5 to 8 sentences) as a model for students to follow.

## Prior Knowledge Required

- Salutations
- Cardinal numbers (1-100)
- Use of *estar*. The expression *hay* (*haber*), definite/indefinite articles, gender and number agreement, and simple adjectives

## Teaching/Learning Strategies

1. The teacher teaches negation (*no*) and interrogative pronouns.
2. Students brainstorm simple vocabulary related to phone conversations.
3. Students brainstorm about what, why, and when they talk on the phone (including how long).
4. Students learn how to answer a telephone and how to say good-bye on the telephone (see Appendix 1-H).
5. Students learn simple vocabulary associated with a telephone conversation. (see Appendix 1-L).
6. Students develop oral communication and listening skills.
7. In this activity, students are given the opportunity to speak in Spanish on the telephone by greeting someone, extending, accepting, and refusing invitations.
8. Students create a dialogue between friends talking on the phone.

9. Students listen to an audiocassette to practise their pronunciation.
10. Students ask and answer simple questions, and convey and respond to simple messages in their conversations.
11. Students are put in groups of two or three (conference call).
12. Students use memorization and role playing to perform their telephone conversations.
13. Students present their dialogues orally to the class.
14. The teacher records the dialogues and listens to the taped dialogues with the class and provide teacher/student feedback.
15. The teacher evaluates conversations using a rating scale (see Appendix 1-E).

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher | Oral Communication |
| Formative | Comprehension Questions | Student | Listening Activity |
| Formative | Quizzes | Student | Written/Listening |
| Formative | Dictation | Student/Teacher | Aural/Written |
| Summative | Peer Evaluation | Student | Telephone Conversation |
| Summative | Rating Scale | Teacher | Oral Presentation |

## Accommodations

- Arrange for assistance and extra rehearsal time in preparing dialogues.
- According to IEPs, adapt format and required elements of presentation, e.g., pre-recorded audiocassette or videotaped conversations, the use of a script.
- Consult with Special Education staff for recommendations regarding assessment and evaluation.

## Resources

Video of a telephone conversation (program-specific generated).

Obtain "play" phones if possible (students may have younger siblings from whom they may borrow "play" telephones).

Audiocassette and tape recorder (Library/Resource Centre).

## Appendices

Appendix 1-E – Rating Scale for *Hablar por teléfono*
Appendix 1-H – *Saludos, Introducciones y Despedidas*
Appendix 1-L – *Al teléfono*

## Activity 6: *Las ciudades de habla hispana*

**Time:** 300 minutes

### Description

Students are given the opportunity to seek information via the Internet. Through this activity, the students work effectively as interdependent team members who think critically about the meaning and purpose of work. Furthermore, students exercise leadership in the achievement of individual and group goals. Students also need to listen actively and critically in order to understand and learn while reading, understanding, and using written materials effectively. This activity permits students to use and integrate the Catholic faith tradition in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life for all people.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1h - respects the faith traditions, world religions and the life-journeys of all people of good will;
2a - listens actively and critically to understand and learn in light of gospel values;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
4b - demonstrates flexibility and adaptability;
5a - works effectively as an interdependent team member;
5e - respects the rights, responsibilities, and contributions of self and others;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture of countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.04 - applies knowledge of culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentations);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);

GL1.01 - uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – frequently used irregular nouns;
GL1.02 - uses prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.03 - uses subject pronouns, singular and plural, – interrogative pronouns (e.g., *who, what*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*), – perfect past tense (simple past tense in some international languages);
GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, and negative;
GL1.09 - words associated with transportation, geography, places, (e.g., *office, school*).

## Planning Notes

- Dialogue with teacher-librarian regarding use of the Internet.
- Obtain copy of school/board guidelines with reference to Internet use.
- Ensure student access to computers.
- Provide a list of possible Spanish-speaking cities from which to choose (see Appendix 1-M).
- Obtain samples of travel brochures (travel agency).
- Create a criteria list of what must be included in the travel brochure.
- Collect old magazines (appropriate in nature) which may be used for the activity.

## Prior Knowledge Required

- Vocabulary dealing with places in the city (see Activity 4)
- Working with a computer
- The verb *estar* in the present indicative

## Teaching/Learning Strategies

1. Students brainstorm names of Spanish-speaking cities.
2. The teacher provides a comprehensive list of cities/countries where Spanish is spoken (see Appendix 1-M as a sample list).
3. The teacher reviews/teaches any new vocabulary necessary for the completion of this activity.
4. The teacher teaches the use of possessive adjectives and simple adjectives.
5. The teacher reviews use of prepositions, simple and contracted. Students practise the use of contractions in front of the names of buildings (e.g., in the bank).
6. Students work in a group (three to five students) to create a brochure on a Spanish-speaking city of their choice. They highlight important monuments and tourist attractions to visit.
7. Students visit the library and examine encyclopedias, magazines, and the Internet.
8. The teacher provides samples of travel brochures from travel agencies or cultural institutes.
9. Students brainstorm criteria needed for a "good" travel brochure.
10. The teacher demonstrates the elements of a written brochure (samples from tourist bureau).
11. Students design a brochure of a Spanish-speaking country by following written examples given and display their own creative abilities.
12. Students' brochures include pictures, names of places to visit, places to stay, and web site addresses.
13. Introduce the Internet activity. Students use a worksheet with at least three Internet addresses (see Resources) that they visit to find information about the Spanish-speaking city of their choice.
14. Students use a Spanish/English dictionary to learn new words.
15. Students highlight important monuments and tourist attractions in the city.

16. Students present their travel brochure orally to the class and try to convince the class that they should travel there one day.
17. The teacher evaluates the written brochure and the oral presentation (see Appendix 1-F).

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher | Brainstorm |
| Formative/Diagnostic | Checklists | Teacher | Group Collaboration |
| Formative | Quizzes | Student/Teacher | Written/Listening |
| Formative | Peer Evaluation | Student | Oral Presentation |
| Summative | Rubric | Teacher | Written brochure/Oral Presentation |
| Summative | Unit Test | Student | Written Test |

## Accommodations

- Pair students with a sensitively selected partner.
- Arrange for extra assistance with the research and preparation of the travel brochure as well as the oral presentation.
- Adapt the format and required elements of the brochure and the oral presentation.
- Refer to recommendations re: assessment and evaluations made by Special Education personnel.

## Resources

Sample travel brochures of various countries/cities (travel agencies)

**Web Sites**

Chichen Itza – Prehispanic City – http://osfl.gmu.edu/~reastlan/slide8.htm
Madrid Monthly – http://www.softdoc.es/
Links to Latin American Sites – http://www.latinolink.com
Latin America – http://latinworld.com
Mexico Online – http://www.mexicool.com
Virtual Spain – http://www.clark.net/pub/jumpsam/index.html
Spain's Office of Tourism – http:www.okspain.org
Tour Spain – http://www.spaintour.com/indexe.html
Cyber Spain – http://www.cyberspain.com/
Mexico City – http://www.mexicocity.com.mx
Guatemala – http://www.eecs.wsu.edu/~pomero/literatura/guatemala.html
Peru – http://www.peru-info.com/
Chile – http://sunsite.dcc.uchile.cl/chile/chile.html

## Appendices

Appendix 1-F – Oral/Written rubric for *Las ciudades de habla hispana*
Appendix 1-M – *Ciudades de habla hispana*

## Appendix 1-A

### Rubric for Introduction Dialogue

| | **Level 1 (50-59%)** | **Level 2 (60-69%)** | **Level 3 (70-79%)** | **Level 4 (80-100%)** |
|---|---|---|---|---|
| **Knowledge/ Understanding**<br>- knowledge and understanding of the introduction vocabulary | - demonstrates limited knowledge of the introduction vocabulary | - demonstrates some knowledge of the introduction vocabulary | - demonstrates considerable knowledge of the introduction vocabulary | - demonstrates thorough knowledge of the introduction vocabulary |
| **Thinking/Inquiry**<br>- ability to ask questions effectively<br>- ability to interpret information effectively | - limited ability to ask questions effectively<br>- limited ability to interpret information effectively | - some ability to ask questions effectively<br>- some ability to interpret information effectively | - considerable ability to ask questions effectively<br>- considerable ability to interpret information effectively | - strong ability to ask questions effectively<br>- strong ability to interpret information effectively |
| **Communication**<br>- communication of information in dialogue<br>- use of language vocabulary in dialogue | - communicates information in dialogue with limited clarity<br>- uses limited language vocabulary in dialogue | - communicates information in dialogue with some clarity<br>- uses some language vocabulary in dialogue | - communicates information in dialogue with considerable clarity<br>- uses considerable language vocabulary in dialogue | - communicates information in dialogue with a high degree of clarity<br>- uses language vocabulary in dialogue with a high level of accuracy |
| **Application**<br>- application of language skills in dialogue | - infrequently applies language skills in dialogue | - sometimes applies language skills in dialogue | - usually applies language skills in dialogue | - routinely applies language skills in dialogue |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Observations:

## Appendix 1-B

### Rating Scale for *Mi horario de clases*

| | **Suficiente (1)** | **Bien (2)** | **Muy bien (3)** | **Excelente (4)** |
|---|---|---|---|---|
| Claridad | | | | |
| Apariencia | | | | |
| Creatividad | | | | |
| Vocabulario | | | | |
| Gramática | | | | |
| Impresión general | | | | |

**Total:** /24

Comentarios:

## Appendix 1-C

### Rubric for Card Evaluation

| | **Level 1 (50-59%)** | **Level 2 (60-69%)** | **Level 3 (70-79%)** | **Level 4 (80-100%)** |
|---|---|---|---|---|
| **Knowledge/ Understanding**<br>- use of required elements: numbers and months of the year | - uses few of the required elements with substantial errors | - uses some of the required elements with frequent errors | - uses many of the required elements with occasional errors | - uses many of the required elements with few or no errors |
| **Thinking/Inquiry**<br>- creativity of the card | - card shows limited creativity | - card shows moderate creativity | - card shows considerable creativity | - card shows high degree of creativity |
| **Communication**<br>- clarity of information on chosen Saint<br>- accuracy in the use of the Spanish language | - communicates information on chosen Saint with limited clarity<br>- limited use of Spanish language | - communicates information with some clarity<br>- some use of Spanish language | - communicates information with considerable clarity<br>- considerable use of Spanish language | - communicates information with a high degree of clarity<br>- complete use of Spanish language |
| **Application**<br>- writing process involved in formulating a card | - uses a few of the stages of the writing process with limited effectiveness | - uses some of the stages of the writing process with some effectiveness | - uses all the stages of the writing process with considerable effectiveness | - uses all the stages of the writing process with a high degree of effectiveness |

**Note:** A student whose achievement is below level 1 (50%) has not the expectations for this assignment or activity.

Observations:

## Appendix 1-D

### Rating Scale to Evaluate a Map

| | **Suficiente (1)** | **Bien (2)** | **Muy bien (3)** | **Excelente (4)** |
|---|---|---|---|---|
| Claridad | | | | |
| Apariencia | | | | |
| Creatividad | | | | |
| Vocabulario | | | | |
| Colaboración en grupo | | | | |
| Impresión general | | | | |

**Total:** /24

Comentarios:

## Appendix 1-E

### Rating Scale for *Hablar por teléfono*

En esta actividad, tienes la oportunidad de hablar por teléfono en español para saludar a un compañero, aceptando y negando una invitación. Esta actividad es para practicar, escuchar y comprender una conversación telefónica. No te olvides de ser creativo/a y original en tu presentación.

| | **Suficiente (1)** | **Bien (2)** | **Muy bien (3)** | **Excelente (4)** |
|---|---|---|---|---|
| Intonación | | | | |
| Pronunciación | | | | |
| Gramática | | | | |
| Claridad de ideas | | | | |
| Uso del vocabulario | | | | |

**Total:** /20

Observaciones:

## Appendix 1-F

### Oral/Written rubric for *Las ciudades de habla hispana*

| | **Level 1 (50-59%)** | **Level 2 (60-69%)** | **Level 3 (70-79%)** | **Level 4 (80-100%)** |
|---|---|---|---|---|
| **Knowledge/ Understanding**<br>Knowledge of the vocabulary of the city and the use of *hay*<br>Amount and accuracy of city information | - uses few of the required elements with many errors<br>- uses few of the required number of facts with many errors | - uses some of the required elements with frequent errors<br>- uses some of the required number of facts with frequent errors | - uses many of the required elements with occasional errors<br>- incorporates the required number of facts and facts are accurate | - uses many of the required elements with few to no errors<br>- incorporates more than the required number of facts and the facts are accurate |
| **Thinking/ Inquiry**<br>City planning process | - little evidence of planning using few resources and strategies | - some evidence of planning using some strategies and resources | - clear evidence of planning using a variety of resources and strategies | - clear evidence of planning using a wide variety of resources and strategies |
| **Communication** (oral and written)<br>Clarity<br>Accuracy in using the elements (vocabulary, *hay*) | - communicates information with limited clarity<br>- uses few of the required elements with many errors | - communicates information with moderate clarity<br>- uses some of the required elements with frequent errors | - communicates information with considerable clarity<br>- uses many of the required elements with occasional errors | - communicates information with a high degree of clarity<br>- uses many of the required elements with few to no errors |
| **Application**<br>Presentation<br>Delivery<br>Visuals | - presentation shows little evidence of organization and not all students participate<br>- makes many errors in pronunciation, intonation and liaison and much use of notes<br>- little or no use of visuals | - presentation shows organization with most students participating<br>- makes frequent errors in pronunciation, intonation and liaison and often uses notes<br>- uses visuals with some effectiveness | - presentation shows considerable organization with all students participating<br>- makes occasional errors in pronunciation, intonation and liaison and uses notes occasionally<br>- uses visuals with considerable effectiveness | - presentation is highly organized with all students participating<br>- makes few errors in pronunciation, intonation and liaison and uses notes rarely or not at all<br>- uses visuals with a high degree of effectiveness and creativity |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

## Appendix 1-G

### *Mi horario de clases*

| **Hora** | **lunes** | **martes** | **miércoles** | **jueves** | **viernes** |
|---|---|---|---|---|---|
| Primera Clase | | | | | |
| Segunda Clase | | | | | |
| Almuerzo | | | | | |
| Tercera Clase | | | | | |
| Cuarta Clase | | | | | |

## Appendix 1-H

### *Saludos, Introducciones y Despedidas*

¡Hola!
¡Buenos días!
¡Buenas tardes!
¡Buenas noches!
¿Cómo te llamas?
¿Cuál es tu nombre?
Me llamo…
Mi nombre es…
Encantado/a
¡Mucho gusto!
Igualmente
El gusto es mío.
Un placer en concerlo/la
¡Hasta mañana!
¡Hasta luego!
¡Hasta la vista!
¡Adiós!
Nos vemos
¡Hasta la próxima!
¡Chao!

## Appendix 1-I

### *Las materias*

español/castellano
francés
inglés
otros idiomas
educación física
historia
geografía
música
álgebra
química
geometría
matemáticas
biología
religión
drama
arte
estudios tecnológicos
tecnología
física
comercio
sociología
ciencias
economía doméstica
computación

## Appendix 1-J

### *Días Santos*

| ENERO | FEBRERO | MARZO | ABRIL |
|---|---|---|---|
| 1 San Justino | 1 Santa Brigida | 1 San Albino | 1 Santa Jaquelina |
| 2 San Macario | 2 Santa Caterina | 2 San Carlos | 2 Santa Ofelia |
| 3 San Daniel | 3 San Blas | 3 San Emeterio | 3 San Sixto |
| 4 San Prisciliano | 4 San Gilberto | 4 San Casimiro | 4 San Isidoro |
| 5 Santa Amelia | 5 San Isidoro | 5 San Cristóbol | 5 Santa Amelia |
| 6 Los Santos Reyes | 6 Santa Dorotea | 6 Santa Coleta | 6 San Timoteo |
| 7 San Luciano | 7 San Ricardo | 7 Santa Teresa | 7 San Juan Bautista |
| 8 San Apolinar | 8 San Esteban | 8 San Juan | 8 San Alberto |
| 9 San Julián | 9 Santa Apolonia | 9 Santa Francisca | 9 Santo Tomás |
| 10 San Gregorio | 10 San Guillermo | 10 San Pablo | 10 San Ezequiel |
| 11 San Higinio | 11 Nuestra Señor Lourdes | 11 San Ramiro | 11 Nuestra Señora de la Piedad |
| 12 San Alfredo | 12 San Benito | 12 Santa Josefina | 12 San Andrés |
| 13 San Hilario | 13 Santa Beatriz | 13 Santa Patricia | 13 San Martín |
| 14 Santa Macrina | 14 San Valentín | 14 Santa Matilde | 14 San Lamberto |
| 15 San Mauro | 15 Santa Jovita | 15 San Clemente | 15 Santa Anastasia |
| 16 Santa Priscilia | 16 San Simón | 16 San Abraham | 16 Santa Julia |
| 17 San Antonio | 17 San Teodulo | 17 San Patricio | 17 San Rodolfo |
| 18 Santa Margarita | 18 San Simeon | 18 San Eduardo | 18 San Perfecto |
| 19 San Mario | 19 Santa Lucía | 19 San José | 19 San Crescencio |
| 20 Santa Cristina | 20 San Silvano | 20 Santa Eufemia | 20 San Cesareo |
| 21 Santa Ines | 21 San Margarita | 21 San Roberto | 21 San Anselmo |
| 22 San Vicente | 22 Santa Romana | 22 San Zacarias | 22 San Bartolomé |
| 23 San Alfonso | 23 San Alberto | 23 San Fidel | 23 Santa Elena |
| 24 San Francisco | 24 San Sebastián | 24 San Rómulo | 24 San Alejandro |
| 25 Santa Elvira | 25 San Nestor | 25 San Humberto | 25 Santa Antonieta |
| 26 Santa Paula | 26 San Honorina | 26 San Manuel | 26 San Marcelino |
| 27 Santa Angela | 27 San Román | 27 Santa Lidia | 27 Santa Zita |
| 28 Santo Tomás de Aquino | 28 San Rufino | 28 San Castro | 28 San Vidal |
| 29 San Sulpicio |  | 29 San Victorino | 29 San Severo |
| 30 Santa Martina |  | 30 San Fernando III | 30 San Jaime |
| 31 Santa Marcela |  | 31 San Benjamin |  |

## Appendix 1-J (Continued)

| MAYO | JUNIO | JULIO | AGOSTO |
|---|---|---|---|
| 1 San José Obrero | 1 San Segundo | 1 San Aaron | 1 San Alfonso |
| 2 San Germán | 2 San Erasmo | 2 San Martiniano | 2 Nuestra Señora de los Angeles |
| 3 Santa Violeta | 3 Santa Olivia | 3 Santa Bertha | 3 San Nicodemus |
| 4 San Silvano | 4 San Rutilo | 4 Santa Isabel | 4 San Aristarco |
| 5 San Ireneo | 5 Santa Eloisa | 5 Santa Filomena | 5 San Osvaldo |
| 6 Santa Floriana | 6 San Norberto | 6 San Isaías | 6 San Esteban |
| 7 San Reynaldo | 7 San Pablo Obispo | 7 Santa Claudia | 7 San Cayetano |
| 8 San Benedicto | 8 San Maximinio | 8 San Adrian | 8 Santo Domingo de Guzman |
| 9 San Nicolás | 9 San Feliciano | 9 Santa Blanca | 9 San Román |
| 10 Santa Leonor | 10 San Getulio | 10 Santa Amalia | 10 San Lorenzo |
| 11 San Máximo | 11 Santa Rosalina | 11 San Abundio | 11 Santa Clara |
| 12 San Aquileo | 12 San Nazario | 12 San Hilario | 12 San Fortino |
| 13 Santa Imelda | 13 San Antonio de Padua | 13 San Joel | 13 San Hipolito |
| 14 Santa Justino | 14 San Rufino | 14 San Camilo | 14 San Calixto |
| 15 San Cecilio | 15 San Vito | 15 San Donaldo | 15 La Asunción de María Santísima |
| 16 San Honorato | 16 Santa Alicia | 16 Nuestra Señora del Carmen | 16 Santa Serena |
| 17 San Pascual | 17 San Isauro | 17 Santa Generosa | 17 San Jacinto |
| 18 Santa Claudia | 18 San Teodulo | 18 San Federico | 18 San Lauro |
| 19 San Pedro Celestino | 19 Santa Juliana | 19 San Arsenio | 19 San Luís Obispo |
| 20 San Bernardino | 20 San Silverio | 20 San Margarita | 20 San Samuel |
| 21 Santa Virginia | 21 San Luis de Gonzaga | 21 San Daniel | 21 San Camerino |
| 22 San Emilio | 22 San Paulino | 22 Santa María Magdalena | 22 San Sinforiano |
| 23 San Miguel | 23 San Pelayo | 23 Santa Brigida | 23 San Cláudio |
| 24 Santa Susana | 24 San Fermín | 24 Santa Cristina | 24 Santa Micaela |
| 25 Santa Sofía | 25 San Salomón | 25 Santiago Apostol | 25 San Luis Rey |
| 26 San Felipe | 26 San David | 26 Santa Ana | 26 San Alejandro |
| 27 Santa Carolina | 27 Nuestra Señora del Socorro | 27 Santa Natalia | 27 Santa Mónica |
| 28 San Luciano | 28 San Plutarco | 28 San Victor | 28 San Agustín |
| 29 San Esteban | 29 San Pedro y San Pablo | 29 San Abel | 29 Santa Candida |
| 30 San Felix | 30 Santa Luciana | 30 San Ignacio de Loyola | 30 Santa Rosa de Lima |
| 31 Santa Petronila | | | 31 San Ramón |

## Appendix 1-J (Continued)

| SEPTIEMBRE | OCTUBRE | NOVIEMBRE | DICIEMBRE |
|---|---|---|---|
| 1 San Augusto | 1 Santa Teresita delnino Jesús | 1 Santa Cirenia | 1 San Eloy |
| 2 San Antolín | 2 San Gerino | 2 San Justo | 2 Santa Eva |
| 3 Santa Basilisa | 3 Santa María Josefa | 3 San Martín de Porres | 3 San Lucio |
| 4 Santa Rosalia | 4 San Francisco de Asís | 4 San Carlos Borromeo | 4 Santa Barbara |
| 5 San Bertín | 5 San Placido | 5 San Teotimo | 5 San Cirano |
| 6 San Donacio | 6 San Bruno | 6 San Francisco Gil | 6 San Emiliano |
| 7 Santa Regina | 7 San Marcos | 7 San Ernesto | 7 San Ambrioso |
| 8 Santa Adela | 8 San Demetrio | 8. San Victorino | 8 La Inmaculada Concepción |
| 9 San Gorgonio | 9 Santa Sara | 9 Santa Eustolia | 9 Santa Delfino |
| 10 San Teodardo | 10 San León | 10 San León | 10 Santa Eulalia |
| 11 San Jacinto | 11 Santa Clemencia | 11 Santa Ernestina | 11 San Damaso |
| 12 SanTobiás | 12 Nuestra Señora del Pilar | 12 San Josafat | 12 Nuestra Señora de Guadalupe |
| 13 San Amado | 13 San Fausto | 13 San Diego | 13 San Bartolo |
| 14 Santa Salustia | 14 San Rolando | 14 San Laurencio | 14 San Juan de la Cruz |
| 15 Nuestra Señora delos Dolores | 15 Santa Teresa | 15 San Eugenio | 15 Santa Cristina |
| 16 San Cornelio | 16 San Florentino | 16 San Edmundo | 16 Santa Adelaida |
| 17 Santa Adriana | 17 San Salomón | 17 Santa Victoria | 17 Santa Yolanda |
| 18 San Eustorgio | 18 San Lucas | 18 San Teodulfo | 18 San Salvador |
| 19 Santa Constanza | 19 San Noel | 19 Santa Ines | 19 San Adan |
| 20 Santa Fausta | 20 San Artemio | 20 San Octavio | 20 San Julio |
| 21 San Mateo Apóstol | 21 Santa Celina | 21 San Demetrio | 21 San Severiano Obsipo |
| 22 San Mauricio | 22 Santa María Salomé | 22 Santa Cecilia | 22 San Demetrio |
| 23 San Liberio | 23 Santa Agustina | 23 San Clemente | 23 Santa María Luisa |
| 24 San Gerardo | 24 Santa María Cloret | 24 Santa Flora | 24 Santa Irma |
| 25 Santa Aurelia | 25 Santa Daria | 25 San Moises | 25 La Natividad delSeñor |
| 26 San Cosme y Damian | 26 San Luciano | 26 San Conrado | 26 San Dionisio |
| 27 San Judith | 27 Santa Antonieta | 27 San Virgilio | 27 San Teodoro |
| 28 San Wenceslao | 28 San Judas Tadeo | 28 San Rufo | 28 Santos Inocentes |
| 29 San Miguel, San Gabriel y San Rafael | 29 San Teodoro | 29 Beato Federico | 29 San Saturnino |
| 30 San Jeronimo | 30 San Cenobio | 30 San Andrés | 30 San Bonifacio |
|  | 31 San Quintín |  | 31 Santa Paulina |

Samaniego, F.A. and M.C. Brown, P.H. Carlin, S. Gorman, and C.L. Sparks ¡*Dime*!
Lexington, Massachusetts: D.C. Heath and Company, 1993. ISBN 0-669-23881-3

# Appendix 1-K

## *Lugares en la ciudad*

la iglesia
la escuela
el supermercado
la biblioteca
el estadio
el parque
la tienda
el hospital
el ayuntamiento
el correo
el banco
el almacén
el centro comercial
la oficina de turismo
el teatro
el cine
la sala de conciertos
el museo
la librería
la comisaría
el restaurante
la discoteca
el mercado
la catedral
la plaza
el estacionamiento
la estación del metro
la terminal de autobuses
la estación del ferrocarril
el hotel
el centro deportivo
el café
la panadería
la carnicería
la zapatería

## Appendix 1-L

### *Al teléfono*

el teléfono celular
el teléfono de fax
la tarjeta telefónica
la guía telefónica
las páginas amarillas
¿Alo?
¡Dígame!
¡Hola!
¡Mande!
¿Quién es?
¿Quién habla?
¿Sí?
una llamada de larga distancia
una llamada local
el/la operador/a telefónico/a
llamada por cobrar
llamada internacional
cobro revertido

## Appendix 1-M

### *Ciudades de habla hispana*

La Ciudad de México, México
San Salvador, El Salvador
Tegucigalpa, Honduras
Managua, Nicaragua
San José, Costa Rica
La Ciudad de Panamá, Panamá
La Habana, Cuba
Santo Domingo, República Dominicana
San Juan, Puerto Rico
Caracas, Venezuela
Bogotá, Colombia
Quito, Ecuador
Lima, Perú
Santiago, Chile
Buenos Aires, Argentina
Montevideo, Uruguay
Asunción, Paraguay
Sucre, La Paz, Bolivia
Madrid, España
Barcelona, España
Santiago, Cuba
Guatemala, Guatemala

# Unit 2: *Así Somos*

**Time:** 25 hours
**Lead Writer:** Sandra Pagliaroli, Windsor Essex Catholic District School Board
**Unit Developers**
Biagio Aulino, York Catholic District School Board
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John Pusztay, Hamilton Wentworth Catholic District School Board
Luisa Ventura, Simcoe Muskoka Catholic District School Board
**Development Date:** July 2000

## Unit Description

Students honour the important role of the family in society and talk about their families and friends. They describe people, state possession, share opinions, and express likes and dislikes. They also report information; write about family, friends, and their daily lives; and make connections to the greater Catholic Christian and non-Christian communities. Students apply knowledge from the previous unit in order to effectively communicate their own ideas. Various forms of communication are explored. The rich cultural diversity of Spanish-speaking countries is examined. Cultural values regarding family, school, faith, and the community are discussed compassionately and in a respectful manner.

## Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE1d, CGE1h, CGE1i, CGE2b, CGE2c, CGE2e, CGE3b, CGE4a, CGE4c, CGE5a, CGE5e, CGE5f, CGE5g, CGE6a, CGE6b, CGE6c, CGE6d, CGE7a, CGE7e, CGE7f, CGE7g.
**Strand(s):** Oral Communication, Reading, Writing
**Overall Expectations:** OLV.01, OSV.01, REV.01, WRV.01.
**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.04, RE1.01, RE1.02, RE1.05, WR1.01, WR1.02, WR1.04, WR1.05, GL1.01, GL1.04, GL1.05, GL1.06, GL1.08, GL1.09, GL1.10.

## Activity Titles (Time + Sequence)

| | | |
|---|---|---|
| Activity 1 | *Mi familia* | 200 minutes |
| Activity 2 | *Mi autobiografía* | 210 minutes |
| Activity 3 | *Un café hispano* | 240 minutes |
| Activity 4 | *Los anuncios* | 230 minutes |
| Activity 5 | *Días festivos* | 230 minutes |
| Activity 6 | *Una entrevista* | 330 minutes |
| | Unit Test | 60 minutes |

## Unit Planning Notes

- Teachers gather the resources listed.
- Refer to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* document, to establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.

- Prepare the criteria checklist/rubrics (see Appendices) for the activities prior to introducing the unit.
- Prepare the functional language (structures/theme vocabulary) required for the successful completion of the tasks in the unit.

### Prior Knowledge Required

- Basic vocabulary (school schedules, salutations, family)
- Introducing themselves and greeting others
- Extend, accept, and refuse invitations (on the telephone)
- Talk about places (buildings, monuments, tourist attractions) in the city
- Use of simple adjectives
- Indefinite/definite articles
- The verb *estar, ir, tener,* and *hay* (*haber*)

### Teaching/Learning Strategies

- Oral presentation, speaking Spanish in small groups, brainstorming.
- Problem solving, reporting, collaborative/co-operative learning, interviewing, Internet research, videotaping, and performing dialogues and skits.
- Recognize and use appropriate language structures in all three strands.
- Teach note-taking, gathering information and organizing information.
- Read age- and language-appropriate materials, writing, and questioning.

### Assessment and Evaluation

- Note-taking, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, and conferencing.
- Formal and informal observation, paper and pencil tests, improvisations, formal written assignment.
- Survey assignment, listening exercises (i.e., dictations), and student portfolios.

### Accommodations

- Refer to recommendations made by Special Education staff regarding accommodations for students with special needs.
- Arrange for opportunities to reinforce vocabulary and grammar structures. This may be through support from the Special Education staff, a "study buddy," vocabulary puzzles/lists, flash cards, etc.

### Resources

#### Print

Best, Shirley. *¡Todos ganan!* Portland: J. Weston Walch, 1985. ISBN 0-8251-0251-0

Brett, Robert J. *¡Mucho Gusto!* St. Paul, Minnesota: EMC Publishing, 1990. ISBN 0-8219-0246-6

Frobose, Mark. *Relatos divertidos*. Portland: J. Weston Walch, 1988. ISBN 0-8251-1303-2

Funston, James F. *En Sus Marcas*. Saint Paul Minnesota: EMC/ Paradigm Publishing, 2000. ISBN 0-8219-1888-5

Giannetti, George. *The Spanish Teacher Book of Lists*. Portland: J. Weston Walch, 1989. ISBN 0-8251-1503-5

Giannetti, George. *Un Calidoscopio de palabras*. Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7

*Juntos*. New Jersey: Prentice-Hall, Inc., 1997. ISBN 0-13-838905-5

Leon, Vicki. *70 Spanish Activities*. Portland: J. Weston Walch, 1984. ISBN 0-8251-0248-0

McConnell, Mary. *Snappy Starters*. Portland: J. Weston Walch, 1991.

Morrow, Patricia. *Buscapalabras en español*. Portland: J. Weston Walch, 1991. ISBN 0-8251-1873-5

*¿Qué tal?* London: Mary Glasglow Magazines-Scholastic, 1999. ISBN 0033-5940

Samaniego, F.A., M.C. Brown, P.H. Carlin, S. Gorman, and C.L. Sparks. *¡Dime!* Lexington, Massachusetts: D.C. Heath and Company, 1993. ISBN 0-669-23881-3

Valette, Jean-Paul and Rebecca Valette. *Spanish for Mastery 1*. Lexington: D.C. Heath and Company, 1984. ISBN 06172-7

## Technological

*Batalla de palabras*. Roanoke: Gessler Publishing Co., Inc., 1987. (software)

Gaiero, Robert D. *Spanish Bit by Bit 1, 2, 3*. St. Catherines: Tutor Enterprises, 1996. (software)

*Spanish for Everyone*. Cambridge: The Learning Company, 1997. ISBN 0-7630-1489-3 (CD-ROM)

## Internet

Please note that these sites were in use at the time of publication.

Yahoo – Spanish – http://www.yahoo.com

Lycos – Spanish – http://www.lycos.es

Excite – Spanish – http://www.excite.es

AltaVista – English – http://www.altavista.com

An elegant multi-lingual search engine – www.google.com

Ontario Modern Language Teachers Association – http://webhome.idirect.com/~omlta/

Modern Language Association of America – http://www.mla.org/

American Council on the Teaching of Foreign Languages – http://www.actfl.org/

Kathy Schrock's Guide for Educators-Assessment Rubrics – http://school.discovery.com/schrockguide/assess.html

Biblia – http://www.catolicos.org/biblias.htm

## Community

Community organizations, consulates, bookstores, radio/television stations, library, Spanish newspapers, magazines, Spanish Catholic Bible.

## Activity 1: *Mi Familia*
**Time:** 200 minutes

### Description
Students are given the opportunity to talk about their nuclear family. They describe and name family members: appearance, age, and place of origin. In the activity, students highlight the rich cultural diversity found in Canadian Spanish-speaking families via the writing of a letter or the sending of an e-mail message to new pen-pals describing and/or talking about their own family. This activity provides students with an opportunity to relate to family members in a loving, compassionate, and respectful manner while valuing and honouring the important role of the family in society. Students also develop a respect for faith traditions and world religions.

### Strand(s) and Expectations
**Ontario Catholic School Graduate Expectations**

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;
1i - integrates faith with life;
2b - reads, understands, and uses written materials effectively;
2c - presents information and ideas clearly and honestly;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
4c - takes initiative and demonstrates Christian leadership;
5e - respects the rights, responsibilities, and contributions of self and others;
5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
6a - relates to family members in a loving, compassionate, and respectful manner;
6d - values and honours the important role of the family in society.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);

WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.01 - uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.04 - uses present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*);
GL1.05 - uses possessive adjectives (e.g., *my, your, his, our, their*), – uses regular and irregular adjectives, including frequently used irregular adjectives;
GL1.09 - uses words associated with family.

### Planning Notes

- Prepare a visual depicting a family tree.
- Prepare necessary vocabulary dealing with family members (see Appendix 2-B).
- Ensure student access to computers.
- Obtain copy of school/board guidelines with reference to Internet use.
- Obtain web addresses for pen-pals e-mail exchange (see Resources).
- Prepare worksheet on use of possessive adjectives and verb *estar* as a review.
- Prepare model/example of a letter to a pen-pal.
- Prepare a review sheet on negation using *no.*

### Prior Knowledge Required

- Be able to provide personal information
- Language structures include nouns, plurals, definite and indefinite articles, possessive adjectives, simple descriptive adjectives, the verb *estar*, and negation
- Working with the Internet

### Teaching/Learning Strategies

1. The teacher and students brainstorm the concept of a "family," including all types of families (nuclear, single-parent, etc.).
2. The teacher shows example of a "family tree" or a video on *Mi familia*(program specific).
3. The teacher and students create a vocabulary list of family words.
4. Students receive a blank copy of a family tree and begin labelling family members (Appendix 2-B).
5. Students design their own family tree; labelling family members and including photos, drawings, age, and places of origin.
6. Students are given the option to chose an imaginary family if they do not wish to share information about their own family. They could also use famous Spanish-speaking celebrities in their imaginary family trees if they wish.
7. The teacher reviews the use of definite articles with nouns, the formation of the plural (regular and irregular), the gender of nouns, and frequently used irregular nouns.
8. The teacher teaches the verbs *tener* and *gustar* in the present indicative.
9. Students work with a learning partner to practise the verbs *tener* and *gustar* using cue cards with personal questions.
10. The teacher teaches negation (e.g., *no, nunca, jamás, nadie, ninguno, siempre*, etc).
11. The teacher reviews/shows the use of possessive adjectives in relation to family members and prepares a worksheet on the use of possessive adjectives.
12. The teacher reviews/teaches physical characteristics (descriptive adjectives) for use in the letter description.

13. Students present family tree to the class and the teacher evaluates them using a rating scale (see Appendix 2-A).
14. The teacher provides a copy of a model letter to a pen-pal (teacher -created) and students are given the opportunity to write an authentic letter regarding *Mi familia*.
15. Students peer edit letters and go to the computer lab/library to write/send final product to pen-pals.
16. The teacher evaluates the letter using a rubric (see Appendix 2-C).
17. The teacher receives a copy of the final product and places it in students' portfolios.

## Assessment/Evaluation Techniques

| Technique | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher | Work Habits |
| Formative/Diagnostic | Checklist | Teacher | Research Skills |
| Formative | Reflection | Student | Peer Assessment |
| Formative | Quizzes | Student | Written |
| Summative | Rubric | Teacher | Written Letter |
| Summative | Portfolio | Student | Written Letter |

## Accommodations

- Pair student with a stronger student for written and editing activities.
- Refer to the recommendations of the IEPs in adapting the presentation format and required elements of the family tree and the oral presentation.
- Arrange for assistance in preparing presentations.

## Resources

Video which relates to *mi familia* (program specific)

**Internet/e-mail addresses:**

Spanish Pen-pals – http://www.inetworld.net/eac/penpal.htm
E-mail Amigos – http://www.geocities.com/Athens/Thebes/6177/flaglinks.html
Intercultural E-mail – http://www.stolaf.edu/ntework/iecc
Kids Linking Around The World – http://www.kidlink.org
Familias Católicas – http://www.catolicos.org/familias.htm

## Appendices

Appendix 2-A – *Mi familia*
Appendix 2-B – *El arbol genealógico*
Appendix 2-C – *La Carta a un amigo*

## Activity 2: *Mi autobiografia*

**Time:** 200 minutes

### Description

In this activity, students talk about themselves, state their likes and dislikes, mention their place of origin, and describe their family members and friends. This activity affords them the opportunity to read, understand, and use written materials effectively. Students also listen actively and critically in order to understand and learn in light of gospel values. Students relate to family members in a loving, compassionate, and respectful manner while valuing and honouring the important role of family in society.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

2b - reads, understands, and uses written materials effectively;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
4c - takes initiative and demonstrates Christian leadership;
5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.01 - uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.04 - uses present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*);

GL1.05 - uses possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives;
GL1.06 - uses common conjunctions (e.g., *and, or, but, because, when*);
GL1.09 - uses words associated with family, sports, music, leisure, and friends.

### Planning Notes

- Select a sample of, or prepare an autobiography for, a famous Spanish-speaking person (see Appendix 2-D).
- Prepare the vocabulary worksheets and/or lists for the activity.
- Obtain Spanish/English dictionaries.
- Obtain chart paper.
- Prepare the verb *ser* on chart paper.

### Prior Knowledge Required

- Vocabulary dealing with family, friends, school subjects, likes and dislikes
- Language knowledge including nouns, plurals, definite and indefinite articles, adjectives and the verbs *tener*, *gustar*, *ir*, *estar*, and the expression *hay*
- The preposition *de*
- Possessive adjectives and descriptive adjectives

### Teaching/Learning Strategies

1. The teacher begins discussion regarding personal likes and dislikes and students brainstorm their own likes and dislikes collaboratively.
2. The teacher presents and later assesses new vocabulary and structures.
3. The teacher teaches subject pronouns; singular and plural and teaches present tense of regular -ar, -er, and -ir verbs.
4. The teacher teaches/reviews regular and irregular adjectives including review of possessive adjectives.
5. The teacher presents the verb *ser* on chart paper before teaching the verb.
6. Students practise in a group the verb *ser* using flashcards and categorize the appropriate uses of *ser* using chart paper.
7. The teacher teaches the verb *venir* in present tense.
8. The teacher introduces a sample autobiography or a biography of a famous Spanish-speaking person (see Appendix 2-D) and shows it to encourage participation.
9. With a learning partner, students read aloud the sample autobiography and the class brainstorms ideas for personal autobiographies.
10. Students describe themselves/or a fictitious character using basic descriptive adjectives (e.g., tall, short, etc.) and personality traits.
11. Autobiographies should consist of two to three paragraphs (see Appendix 2-D).
12. Students prepare rough draft and place it in writing portfolio.
13. The teacher and/or students edit rough drafts.
14. Student submits final draft and presents it orally to the class. (Inclusion of a picture is optional.)

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher | Work Habits |
| Formative | Peer Evaluation | Student | Drafts |
| Formative | Portfolios | Student | Autobiography |
| Formative | Quizzes | Student | Aural/Written |
| Summative/Diagnostic | Checklist | Teacher | Autobiography (Oral/Written) |

## Accommodations

- Arrange opportunities to review vocabulary.
- Pair student with a stronger student for writing and editing activities.
- Refer to recommendations of the IEPs in adapting the presentation format and level of difficulty of the autobiographies. Adaptations may include drama, singing games, rhyming games, etc.

## Resources

Spanish/English dictionaries (class set)

Sample autobiography (teacher-created)

**Web Sites**

Dictionaries – http://www.onelook.com

Language Translation – http://www.logos.it
http://dictionaries.travlang.com

## Appendices

Appendix 2-D – *Mi autobiografía* Checklist
Appendix 2-E – Rating Scale for *Mi autobiografía*

## Activity 3: *Un café hispano*

**Time:** 240 minutes

## Description

In this activity, students present information and ideas in a café setting while remaining sensitive to others. They recognize that hope is essential in order to face all challenges in life. Students are given the opportunity to invite and present a friend or an acquaintance to the class in a "café milieu." In the end, students demonstrate a confident and positive sense of self and respect for the dignity and welfare of others while examining and reflecting on one's personal values, abilities, and aspirations influencing life's choices and opportunities.

## Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

2c - presents information and ideas clearly and honestly and with sensitivity to others;
2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
4c - takes initiative and demonstrates Christian leadership;
5a - works effectively as an interdependent team member;

7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**
OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**
OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
RE1.01 - read a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.01 - uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.04 - uses present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), uses negative forms (e.g., *don't, won't*);
GL1.05 - uses possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives;
GL1.06 - uses common conjunctions (e.g., *and, or, but, because, when*);
GL1.08 - uses word order in simple sentences, positive, interrogative, negative;
GL1.09 - uses words associated with family, sports, music, leisure, and friends.

## Planning Notes

- Invite staff to this social activity (provide guests a handout of simple Spanish expressions).
- Make a list of required items for the café (see Appendix 2-F for reference).
- Prepare a list of descriptive adjectives.
- Prepare an activity with use of comparisons/superlatives (e.g., *más bonita*, etc).
- Spanish Bible (Campus Ministry or a Christian Bible Store).

## Prior Knowledge Required

- The verbs *ser* and *tener*, adjectives, nouns, plurals
- Descriptive adjectives and personality traits

## Teaching/Learning Strategies

1. The teacher brainstorms with students the importance of friendship in a Christian society.
2. The teacher teaches simple prayers in Spanish (see Appendix 2-J).
3. The teacher provides review worksheets with descriptive adjectives.
4. The teacher reviews, with students, basic salutations, descriptive adjectives, and interrogative words and teaches the use of the comparisons and superlatives.
5. In a group, using a checklist, students determine the characteristics a good friend should have.
6. The students, in this activity, are given the opportunity to invite and introduce a friend or an acquaintance to the class in a "café milieu."
7. The 'friend' may take on the characteristics of someone else, e.g., a movie star, a cartoon character, or a character from a novel.
8. Students describe their friend's physical appearance, age, place of origin, likes and dislikes, as well as qualities they appreciate in them incorporating comparative and superlative adjectives reviewed in this activity.
9. The class listens to an audiocassette or compact disc segment on friends (specific to program).
10. Students prepare biographical notes on friend/acquaintance/fictitious character and present the prepared dialogue to the class orally (e.g., This is my friend, Her name is…. She is tall, extremely kind….., etc.).
11. The teacher records dialogues using a cassette player or videotape.
12. Students learn to plan for a social gathering and discusses tasks and responsibilities for the "café."
13. Students make preparations for the event.
14. Students prepare a skit, using appropriate props.
15. The teacher selects a volunteer to lead the group in prayer the day of the "café hispano" in order to create an awareness of our Catholic faith.
16. The teacher evaluates "café" skit using a rating scale (see Appendix 2-F).

## Assessment/Evaluation Techniques

| **Technique** | **Tool/Method** | **Who** | **Strategy** |
|---|---|---|---|
| Formative | Observation | Teacher | Formal /Informal |
| Formative | Short Dialogue | Student | "Café" |
| Formative | Quizzes | Student | Aural/Written |
| Summative | Dictation | Student/Teacher | Prayers |
| Summative | Rating Scale | Teacher | "Café" Introductions |

## Accommodations

- Sensitively pair students.
- Adapt expectations of the presentation according to the IEP recommendations.
- Provide alternative formats for presentations.
- Adjust rehearsal and preparation time according to recommendations of IEPs.

## Resources

Necessary props and/or supplies for café

**Web Sites (teacher use)**

Spanish I Review Exercises – http://www.u.arizona.edu/~jmcconne/101_review.html
Basic Vocabulary – http://members/aol.com/alvareze/spanish/frame.html
Grammar Worksheets – http://php.indiana.edu/~jsoto/ejercicios.html
Self-Check Exercises – http://mld.ursinus.edu/~jarana/Ejercicios/self_check.html

Activities and Games – http://www.mundolatino.org/rinconcito/
Menus – http://www.onlinemenus.com
The Web Gourmet – http://www.gourmetspot.com

### Appendices

Appendix 2-F – *Un café hispano*
Appendix 2-J – *Las Oraciones*

## Activity 4: *Los anuncios*

**Time:** 230 minutes

### Description

This activity allows students to integrate faith with life. Students create a classified advertisement stating qualities needed to exemplify Christianity. Furthermore, students' work promotes the sacredness of life, the personal acceptance of one's responsibility for one's own actions, and the moral and legal actions inherent in a person formed in Catholic traditions.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**
2b - reads, understands, and uses written materials effectively;
2e - uses and integrates the Catholic faith tradition, in critical analysis of the arts, media, technology and information systems to enhance the quality of life;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**
OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**
OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);

RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.04 - uses present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*);
GL1.05 - uses possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives;
GL1.06 - uses common conjunctions (e.g., *and, or, but, because, when*);
GL1.08 - uses word order in simple sentences, positive, interrogative, negative;
GL1.09 - uses words associated with cardinal numbers, salutations, family, sports, music, leisure, and friends.

## Planning Notes

- Obtain Spanish newspapers.
- Provide sample classified ads (use newspapers and web sites or see Appendix 2-G).
- Provide Spanish/English dictionaries.
- Prepare list of web sites for this activity (see Resources).
- Create questionnaire on an ideal friend, car, house, music group, etc.

## Prior Knowledge Required

- The verb *ser*, *estar*, *gustar*, *ir*, and regular -ir, -ar, and -er verbs in the present indicative
- Adjectives, articles, nouns, and plurals (definite and indefinite articles)
- Descriptive adjectives and possessive adjectives

## Teaching/Learning Strategies

1. The teacher reviews adjectives and introduces new verbs which students brainstorm for the vocabulary list.
2. Students brainstorm vocabulary necessary for classified ads in a newspaper.
3. The teacher teaches use of common conjuctions (e.g., and, or, but).
4. The teacher presents a questionnaire on an ideal friend, car, house, music group, etc.
5. Students decide which qualities/elements a classified ad should have based on the questionnaire.
6. The teacher and students discuss the qualities which portray an ideal friend who exemplifies Christianity.
7. Students add to list of qualities (using adjectives) through class discussion.
8. The teacher describes an ideal friend or car, etc., while emphasizing personality traits (if the ideal is an employee, e.g., responsible, hardworking, punctual, etc.).
9. The teacher and students brainstorm vocabulary of positive and negative traits (e.g., boring, unpleasant, silly, etc.).
10. The teacher distributes sample of classified ads for students to read.
11. Students discuss how the ads portray an ideal employee who exemplifies Christian qualities.
12. Students will be given the opportunity to read and in turn, create a classified ad stating the qualities of an ideal employee, car, house, or any other item for sale.
13. Students follow a specific format (see Appendix 2-G).

14. In a group, students obtain a copy of a Spanish newspaper and/or surf the Internet with web sites provided by the teacher.
15. To add humour to their ads, students may choose to create a fictitious person and or object which is ridiculous, and pretend they are in search of him/her/it.
16. The teacher supplies a cloze passage of a classified ad for students to fill out (teacher-created).
17. Students begin the first draft of their classified ad.
18. Students peer edit the classified ads.
19. The teacher edits drafts verifying appropriate format and use of terminology (see Appendix 2-G).
20. The teacher collects all ads and a classified ads page is created.
21. The page is copied and circulated around the class. Students identify who wrote what. Once identified, the student reads the ad to the class aloud.
22. The teacher evaluates ad using a rating scale (see Appendix 2-G).
23. Final drafts are published in the classified ads section of the school's International Languages newspaper.

## Assessment/Evaluation Techniques

| Technique | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher | Formal /Informal |
| Formative | Observation | Student/Teacher | Internet Use |
| Formative | Quizzes | Student | Aural/Written |
| Formative | Completion Exercises | Student | Cloze Passage |
| Summative | Rating Scale | Teacher | Advertisement |

## Accommodations

- Arrange for assistance with reading and writing when necessary.
- Use peer editing when necessary.
- Adapt required elements and allotted preparation time according to IEPs.

## Resources

Spanish newspapers and/or magazines

**Internet**

Spain's Foremost Newspaper – http://www.elpais.es
Electronic News Magazine – http://noticias.ole.es
Bilingual Magazine – http://www.enespanol.com/home.html
Costa Rican Newspaper – http://www.nacion.co.or
Worldwide Newspapers – http://www.all-links.com/newscentral
News from Columbia – http://www.elheraldo.com.co

## Appendices

Appendix 2-G – *Los anuncios*

## Activity 5: *Días festivos*

**Time:** 230 minutes

### Description

This activity illustrates a basic understanding of the story of our Christian faith and allows the students to seek intimacy with God and celebrate communion with God, others and creation through prayer and worship. Furthermore, this activity allows students to listen actively and critically to understand and learn in light of gospel values while providing students with opportunities to read, understand, and use written materials effectively. Students research and present an important Catholic holiday and highlight the cultural and religious values. Lastly, the students are given the opportunity to respect and affirm the diversity and interdependence of the world's cultures as well as to respect and understand the history, cultural heritage, and pluralism of today's contemporary society.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1h - respects the faith traditions, world religions and the life-journeys of all people of good will;
1i - integrates faith with life;
2b - reads, understands, and uses written materials effectively;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;
5a - works effectively as an interdependent team member;
5e - respects the rights, responsibilities and contributions of self and others;
5f - exercises Christian leadership in the achievement of individual and group goals;
7a - acts morally and legally as a person formed in Catholic traditions;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture of countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);

OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.04 - applies knowledge of the culture where the language is spoken in various activities (e.g., dialogues, simple presentations);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01 - uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.04 - uses present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*);
GL1.05 - uses possessive adjectives (e.g., *my, your, his, our, their*), regular and irregular adjectives, including frequently used irregular adjectives;
GL1.06 - uses common conjunctions (e.g., *and, or, but, because, when*);
GL1.08 - uses word order in simple sentences, positive, interrogative, negative;
GL1.09 - uses words associated with cardinal numbers, salutations, family, sports, music, leisure, and friends.

## Planning Notes

- Prepare a list of Spanish-Catholic holidays (see Appendix 2-H).
- Prepare a list of points to be covered during the investigation process (see Appendix 2-H) as a possible guideline for teacher-created points to be covered).
- Ensure access to computers with Internet access and the Library/Resource Centre availability.

## Prior Knowledge Required

- Months, numbers, the verbs *tener*, *ser*, *gustar*, *venir*, and the expression *hay*, adjectives, nouns, plurals, cardinal numbers, days of the week, and possessive adjectives

## Teaching/Learning Strategies

1. The teacher reviews cardinal numbers, days of the week, and months of the year (game and/or teacher-created worksheets).
2. Students brainstorm Canadian holidays (cultural and religious) and compare them to holidays in Spanish-speaking countries with which they are familiar.
3. The teacher works in tandem with the chaplaincy leader to discuss Catholic celebrations in relation to the Spanish-speaking world.
4. The teacher shows a video that highlights Spanish-Catholic celebrations and distributes list of Spanish-Catholic celebrations (see Appendix 2-H).

5. In a group, students select the celebration of choice and research a holiday (Library/Resource Centre and Internet access).
6. The teacher chooses a holiday and presents it to the class (all elements included which teacher wishes students to include).
7. Students are provided with a teacher-created checklist to facilitate their research.
8. The teacher brings class to Library/Resource Centre to begin the investigation process and students search/seek information.
9. In this activity, students are given the opportunity to research and present an important Catholic holiday and highlight the cultural and religious values.
10. Using the checklist, students formulate their rough draft.
11. Group members work collaboratively to edit rough draft.
12. Group members work co-operatively to gather visuals, videos, print and non-print material, and religious icons for the oral presentation.
13. Students present their chosen holiday to the class orally.
14. Students may chose to celebrate the holiday in class if the opportunity is allowed.
15. The teacher takes pictures and later displays them in the school. (This is a wonderful manner in which to promote second language study.)
16. The teacher evaluates oral presentations with rubric (see Appendix 2-H).

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher | Student Discussion |
| Formative/Diagnostic | Checklist | Student | Student Preparation |
| Formative | Quizzes | Student | Aural/Written |
| Formative | Reading Response | Student | Reading Passage |
| Summative | Rubric | Teacher | Oral Presentation |

## Accommodations

- Arrange for a “study buddy” to review vocabulary.
- Provide assistance with research activity as well as written activities including editing and the gathering of materials for oral presentation.
- Adapt required elements and allotted rehearsal time according to IEPs.
- Refer to recommendations of IEPs when evaluating final presentation.

## Resources

**Internet**

The Bullfight – http://www.andalucia.com/bullfight/home.htm
Bullfighting in Perú – http://www.rcp.net.pe/rcp/toros
The Running of the Bulls – http://webcom.com/fermin/guide/encierro.html
Flamenco Dancing – http://www.andalucia.com/flamenco/home/htm
Christmas Around the World – http://www.gsh..org/schools/USA/GA/PGE5061/around2.htm
List of Mexican Fiestas –
http://ww.mexico-travel.com/fiestas/fiestas_inf_eng.html
¡Fiestas! – http://www.mexdesco.com/fiestas/1852.htm
El Día de los Muertos – http://www.azcentral.com/ent/dead/altar/
Quinceañera – http://www.latinabride.com/engquince.html

History of Cinco de Mayo – http://www.vivacincodemayo.org/history.htm
Holy Week – http://guia.semanasanta.andal.es
Our Lady of Guadalupe – http://spin.com.mx/~msalazar
Holiday Celebrations – http://www.holidays.net
Holidays Around the World – http://www.holidayfestival.com

### Appendices

Appendix 2-H – *Días festivos*/Oral rubric for *Días festivos*

## Activity 6: *Una entrevista*

**Time:** 330 minutes

### Description

This activity allows students to respect the faith traditions and world religions. They listen actively and critically to understand and learn in light of gospel values while reading, understanding, and using written materials effectively. Students prepare an interview with an exchange student/adult asking about the person's country of origin, age, likes and dislikes, family members, friends, and any special holidays that they may celebrate. Through group work, students demonstrate a confident and positive sense of self and respect for the dignity and welfare of others while demonstrating flexibility, adaptability, and initiative which exemplify and demonstrate Christian leadership.

### Strand(s) and Expectations

**Ontario Catholic Graduate School Expectations**

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
1h - respects the faith traditions, world religions and the life-journeys of all people of good will;
2c - presents information and ideas clearly and honestly with a sensitivity to others;
3b - creates, adapts, evaluates new ideas in light of the common good;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
5a - works effectively as an interdependent team member;
5e - respects the rights, responsibilities, and contributions of self and others;
5f - exercises Christian leadership in the achievement of individual and group goals;
5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
6a - relates to family members in a loving, compassionate, and respectful manner;
6c - values and honours the important role of the family in society.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture of countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.04 - applies knowledge of the culture where the language is spoken in various activities (e.g., dialogues, simple presentations);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01 - uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.04 - uses present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*);
GL1.05 - uses possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives;
GL1.06 - uses common conjunctions (e.g., *and, or, but, because, when*);
GL1.08 - uses word order in simple sentences, positive, interrogative, negative, – word order in complex and compound sentences, – gender and number agreement;
GL1.09 - words associated with family, sports, music, leisure, and friends, – cardinal numbers, – basic salutations;
GL1.10 - uses idiomatic expressions.

## Planning Notes

- Prepare a list of points to be covered during the interview process (see Appendix 2-I).
- Ensure access to computers and library availability.
- Check availability of video camera.
- Arrange an interview with a Spanish-exchange student/adult if possible (use community resources).

## Prior Knowledge Required

- All concepts learned in Units 1 and 2
- Use of simple sentences
- Interrogative pronouns, and interrogative words
- Use of previously taught irregular verbs in affirmative and negative structures

## Teaching/Learning Strategies

1. The teacher reviews the present tense of the verb *ser* and introduces the verb *estar*.
2. The teacher introduces the various uses of *ser* and *estar*.
3. The teacher teaches expressions of quantity (program specific).
4. The teacher provides a worksheet on the uses of *ser* and *estar*.
5. Together students brainstorm a series of questions for an interview and the teacher provides a list of possible questions (see Appendix 2-I).
6. In this activity, students are given the opportunity to work in pairs.
7. Students prepare an interview with a real or imaginary exchange student/adult asking the person's country of origin, age, likes and dislikes, family members, friends and any special holidays that they may celebrate.
8. The interview may be videotaped if the opportunity allows it.
9. The teacher prepares an outline of the expectations of questions to be asked in the interview (see Appendix 2-I).
10. Students decide on the roles each partner will play.
11. Students follow guidelines given by the teacher on conducting an interview and prepare themselves for an informal interview.
12. Students conduct the interviews informally.
13. The teacher assesses students informally.
14. Students prepare and present their formal interview.
15. Class views final interviews on videocassette.
16. Class and group evaluate interviews (teacher and/or student-created evaluation).
17. Class discusses effectiveness of the interview activity.

## Assessment/Evaluation Techniques

| **Purpose** | **Tool/Method** | **Who** | **Strategy** |
|---|---|---|---|
| Formative | Formal/Informal Observation | Teacher | Students questions |
| Formative/Diagnostic | Checklist | Student | Collaboration |
| Formative | Quizzes | Student | Aural/Written |
| Formative | Questions and Answers | Student/Teacher | Aural/Written |
| Summative | Performance Assessment | Student/Teacher | Interviews |
| Summative | Unit Test | Student | |

## Accommodations

- Arrange for assistance with written and oral activities through the deliberate pairing of students and/or Special Education staff.
- Adapt rehearsal time for oral activity and the required elements according to the recommendations of the IEPs.
- Refer to recommendations of IEPs when assessing and evaluating interviews.

## Resources

Terrell,T.D., E.M. Muñoz, L. Rogers, M.B. Synder, B. Cabrera, and K.L. Kirk. *¡Bravo!* Evanston: Mcdougal, Littell & Co., 1995. ISBN 0-8123-8701-5

Brett, Robert J. *¡Mucho Gusto!* St. Paul: EMC Corporation, 1990. ISBN 0-8219-0246-6

Funston, James F. *En Sus Marcas*. St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1888-5

*Juntos*. New Jersey: Prentice-Hall, Inc., 1997. ISBN 0-13-838905-5

Samaniego, F.A., M.C. Brown, P.H. Carlin, S. Gorman, and C.L. Sparks. *¡Dime!* Lexington, Massachusetts: D.C. Heath and Company, 1993. ISBN 0-669-23881-3

## Appendices

Appendix 2-I – *Una entrevista*

## Appendix 2-A

### *Mi familia*

Cada estudiante tiene que traer una foto de su familia o de su familia imaginaria. Después de haber estudiado el vocabulario de la familia y algunos adjetivos (ejemplos: *simpático, pequeño, grande*, etc.), los estudiantes pueden emplear la foto para describir su familia.

El estudiante tiene que presentar cada miembro de su familia y tiene también que nombrar y explicar su relación (*mi madre, mi padre, mi hermano, mi hermana*, etc.). Puede también presentar los animales domésticos que aparezcan en la foto. El estudiante tiene que emplear la forma correcta de los adjetivos posesivos.

El estudiante tiene que emplear frases completas positivas y negativas (ejemplo: *Esta es mi hermana. Ella se llama Rosita. Ella es inteligente, pero no es egoísta.*)

| | **Suficiente (1)** | **Bien (2)** | **Muy bien (3)** | **Excelente (4)** |
|---|---|---|---|---|
| Pronunciación | | | | |
| Gramática | | | | |
| Claridad de ideas | | | | |
| Uso del vocabulario | | | | |
| Los nombres de la familia | | | | |
| Uso de los adjetivos posesivos | | | | |
| Uso de los adjetivos en frases positivas y negativas | | | | |

**Total:** /28

Comentarios:

# Appendix 2-B

## *El arbol genealógico*

Nombre:

| | | | |
|---|---|---|---|
| ____________<br>bisabuelo | ____________<br>bisabuela | ____________<br>bisabuelo | ____________<br>bisabuela |
| ____________<br>abuelo | ____________<br>abuela | ____________<br>abuelo | ____________<br>abuela |
| ____________<br>tíos / tías | ____________<br>papá | ____________<br>mamá | ____________<br>tíos / tías |

________________________________________

| | | |
|---|---|---|
| ____________<br>hermanos<br>o<br>hermanas | ____________<br>YO | ____________<br>hermanos<br>o<br>hermanas |

**Otros miembros de la familia:**

el primo / la prima
el padrastro / la madrastra
el hermanastro / la hermanastra
el hijastro / la hijastra
el hombre / la mujer
el esposo / la esposa
el hijo / la hija
el sobrino / la sobrina
el niño / la niña
el medio hermano/ la media hermana
el cuñado
el suegro / la suegra
la nuera
el nieto / la nieta / los bisnietos
el yerno
los padres

los bisnietos
los tataranietos
los tatarabuelos

## Appendix 2-C

### Rubric for Letter Evaluation

| | Level 1 (50-59%) | Level 2 (60-69%) | Level 3 (70-79%) | Level 4 (80-100%) |
|---|---|---|---|---|
| **Knowledge/ Understanding**<br>- use of required elements: numbers and months of the year | - uses few of the required elements | - uses some of the required elements | - uses many of the required elements | - uses most of the required elements |
| **Thinking/ Inquiry**<br>- creativity of the letter | - letter shows limited creativity | - letter shows moderate creativity | - letter shows considerable creativity | - letter shows high degree of creativity |
| **Communication**<br>- clarity of information<br>- accuracy in the use of the Spanish language | - communicates information with limited clarity<br>- limited use of Spanish language | - communicates information with some clarity<br>- some use of Spanish language | - communicates information with considerable clarity<br>- considerable use of Spanish language | - communicates information with a high degree of clarity<br>- complete use of Spanish language |
| **Application**<br>- writing process involved in formulating a letter | - uses a few of the stages of the writing process with limited effectiveness | - uses some of the stages of the writing process with some effectiveness | - uses the stages of the writing process with considerable effectiveness | - uses the stages of the writing process with a high degree of effectiveness |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Observations/Comments:

## Appendix 2-D

### *Mi autobiografía* Checklist

**Los elementos para la autobiografía escrita y oral:**

El primer párrafo tiene que incluir los elementos siguientes:
☐ el/los apellido(s)
☐ el/los nombre(s)
☐ la dirección
☐ la fecha de nacimiento
☐ el lugar de nacimiento
☐ la nacionalidad
☐ la altura
☐ el color de pelo
☐ el color de ojos
☐ el color preferido
☐ los miembros de la familia
☐ los idiomas hablados en casa

El segundo párrafo tiene que incluir los elementos siguientes:
☐ el nombre de la escuela secundaria
☐ como llegar a la escuela
☐ el horario de clases
☐ los nombres de los profesores

El tercer párrafo tiene que incluir la descripción de un día típico en la vida del estudiante:
☐ describir un día típico en la vida del estudiante

El cuarto párrafo tiene que incluir algo interesante en la vida del estudiante:
☐ describir los pasatiempos (me gusta, no me gusta…)

## Appendix 2-E

### Rating Scale for *Mi autobiografía*

| | Suficiente (1) | Bien (2) | Muy bien (3) | Excelente (4) |
|---|---|---|---|---|
| Borrador | | | | |
| Fecha de entrega | | | | |
| Aprovechamiento del tiempo de preparación | | | | |
| Contenido | | | | |
| Gramática | | | | |
| Claridad de ideas | | | | |
| Vocabulario | | | | |
| Estructura | | | | |
| Uso de los adjetivos posesivos | | | | |
| Variedad de frases afirmativas y negativas | | | | |
| Presentación oral | | | | |
| Copia Final | | | | |

**Total:** /44

Observaciones:

## Appendix 2-F

### *Un café hispano*

Los estudiantes tienen que organizar un café hispano imaginario. Van a usar una mesa, sillas, y utensilios para crear un ambiente de café. Ellos pretenden beber un café y tienen una conversación usando frases básicas (ejemplo; mucho gusto, me llamo,…..) incluyendo de dónde son, dónde viven, la edad, los pasatiempos favoritos (incluyendo adjetivos descriptivos, comparativos y superlativos) y otras cosas de interés. Finalmente, se despiden, usando frases como Hasta luego, Hasta la próxima, (Chao), etc.

**Rating Scale for *Un café hispano***

| | Suficiente (1) | Bien (2) | Muy bien (3) | Excelente (4) |
|---|---|---|---|---|
| Preparación | | | | |
| Creatividad | | | | |
| Gramática | | | | |
| Claridad de ideas | | | | |
| Pronunciación y Entonación | | | | |
| Vocabulario | | | | |
| Contenido | | | | |
| Actitud/ Entusiasmo | | | | |
| Impresión global | | | | |

**Total:** /32

Observaciones:

# Appendix 2-G

## *Los anuncios clasificados*

Escriba un anuncio clasificado en español para un artículo que desee vender o comprar. Cada estudiante prepara una descripción del objeto. El estudiante puede usar información real o crear información imaginaria. Tiene que incluir los elementos siguientes:

- el nombre del objeto
- el color del objeto
- descripción del objeto

**Ejemplos**

- Teacher/students search web sites in Activity Resources for examples.

**Rating Scale for *Los anuncios***

| | **Suficiente (1)** | **Bien (2)** | **Muy bien (3)** | **Excelente (4)** |
|---|---|---|---|---|
| Contenido | | | | |
| Creatividad | | | | |
| Gramática | | | | |
| Claridad de ideas | | | | |
| Vocabulario | | | | |
| Estructuras | | | | |
| Uso de los adjetivos | | | | |
| La ortografía | | | | |

**Total: /32**

Observaciones:

## Appendix 2-H

### *Días festivos*

Los estudiantes tienen que presentar un día festivo de un país hispano. Los siguientes son solamente algunas ideas de días festivos que pueden usar:

- El Día de los Reyes Magos – el 6 de enero
- La Cuaresma y la Pascua – en marzo o abril
- El Día de la Madre – el segundo domingo de mayo
- El Día de Corpus Christi – en junio
- El Día del Padre – el tercer domingo de junio
- El Día de San Juan Bautista – el 24 de junio
- El Día de los Santos Inocentes – el 28 de diciembre
- La Quinceañera
- Los compleaños (La canción Las Mañanitas)

**Oral rubric for *Días festivos***

| | **Level 1 (50-59%)** | **Level 2 (60-69%)** | **Level 3 (70-79%)** | **Level 4 (80-100%)** |
|---|---|---|---|---|
| **Knowledge/ Understanding** | - uses recently taught language knowledge with limited accuracy | - uses recently taught language knowledge with moderate accuracy | - uses recently taught language knowledge with some facility and accuracy | - uses recently taught language knowledge with facility and accuracy |
| **Oral Communication** (Speaking) | - speaks with hesitation and limited pronunciation ability | - speaks somewhat fluently with moderate pronunciation ability | - speaks quite fluently and pronounces quite accurately | - speaks fluently and pronounces accurately |
| **Aural Communication** (Listening) | - demonstrates limited aural understanding | - demonstrates some aural understanding | - demonstrates considerable aural understanding | - demonstrates very good aural understanding |
| **Application** | - forms sentences and questions with limited accuracy<br>- limited ability responding to spoken cues | - forms sentences and questions with some accuracy<br>- moderate ability responding to spoken cues | - forms sentences and questions with considerable accuracy<br>- responds to spoken cues quite accurately and appropriately | - forms sentences and questions with consistent accuracy<br>- responds to spoken cues accurately and appropriately |
| **Thinking/ Inquiry** | - expresses very few interesting and relevant details | - expresses a few interesting and relevant details | - expresses interesting and relevant details | - expresses many interesting and relevant details |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Observations/Comments:

## Appendix 2-I

### *Una entrevista*

**Los estudiantes pueden incluir las siguientes preguntas en preparación para la entrevista:**

1. ¿Cómo te llamas?
2. ¿Cuántos años tienes?
3. ¿De dónde eres tú?
4. ¿Dónde vives?
5. ¿Cuántos hermanos tienes?
6. ¿Cuándo estudias el español?
7. ¿Qué clases tienes?
8. ¿Con quién hablas español?
9. ¿A qué hora tomas el desayuno?
10. ¿Qué te gusta hacer?
11. ¿Cuál es tu deporte favorito?
12. ¿Qué te gusta comer?
13. ¿Qué programa de televisón te gusta?
14. ¿Practicas el español?
15. ¿Cómo se llama tu mejor amigo?
16. ¿De dónde son tus abuelos?
17. ¿En qué mes es tu cumpleaños?
18. ¿A qué te gusta jugar?
19. ¿Cuál es tu mes favorito?
20. ¿Cuál es tu estación favorita?

## Appendix 2-J

### *Las Oraciones*

**La Señal de la Cruz**
En el Nombre del Padre, del Hijo, y del Espíritu Santo, Amén.

**El Padre Nuestro**
Padre nuestro que estás en el cielo. Santificado sea tu nombre. Venga tu reino. Hágase tu voluntad, en la tierra como en el cielo. Danos hoy nuestro pan de cada día. Perdona nuestras ofensas, como nosotros perdonamos a los que nos ofenden. No nos dejes caer en la tentación y líbranos del mal. Amén.

**El Gloria**
Gloria al Padre, al Hijo, y al Espíritu Santo.

Como era en el principio, es ahora y siempre, por los siglos de los siglos. Amén.

**Ave María**
Dios te salve María, llena eres de gracia, el señor está contigo. Bendita eres entre todas las mujeres y bendito es el fruto de tu vientre, Jesús. Santa María, madre de Díos, ruega por nosotros, pecadores, ahora y en la hora de nuestra muerte. Amén.

**El Credo**
Creo en Díos, padre todopoderoso, creador del cielo y de la tierra.

Creo en Jesucristo, su único hijo, nuestro señor que fue concebido por obra y gracia del espirítu santo; nació de Santa María virgen; padeció bajo el poder de Poncio Pilato; fue crucificado, muerto y sepultado; descendió a los infiernos; al tercer día resucitó de entre los muertos; subió a los cielos y está sentado a la derecha de Díos Padre todopoderoso; desde allí ha de venir a juzgar a los vivos y a los muertos.

Creo en el Espirítu Santo, en la santa iglesia católica, en la comunión de los santos, el perdón de los pecados, la resurrección de los muertos y la vida eterna. Amén.

## Unit 3: *Las diversiones y los pasatiempos*

**Time:** 22 hours
**Lead Writer:** Sandra Pagliaroli, Windsor Essex Catholic District School Board
**Unit Developers**
Biagio Aulino, York Catholic District School Board
Luis Bustos, Peterborough Victoria Northumberland and Clarington Catholic District School Board
John Pusztay, Hamilton Wentworth Catholic District School Board
Luisa Ventura, Simcoe Muskoka Catholic District School Board
**Development Date:** July 2000

### Unit Description

This unit allows students to understand that one's purpose in life comes from God and that they should strive to discern and live out this call throughout life's journey. This unit explores leisure and fitness activities to promote a balanced and healthy lifestyle. Students will recognize that life is an unearned gift. A person entrusted with life does not own it but is called to protect and cherish it. A variety of sub-themes are studied, such as pastimes, interests, sports, hobbies, and recreational activities. Through the study of these sub-themes, students examine and reflect on their personal values, abilities, and aspirations influencing life's choices and opportunities.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE1c, CGE1d, CGE1e, CGE1g, CGE2a, CGE2b, CGE2c, CGE2e, CGE3d, CGE3e, CGE3f, CGE4a, CGE4b, CGE4c, CGE4e, CGE4f, CGE4g, CGE4h, CGE5a, CGE5c, CGE5e, CGE6e, CGE7a, CGE7b, CGE7d, CGE7f, CGE7g, CGE7i.
**Strand(s):** Oral Communication, Reading, Writing
**Overall Expectations:** OLV.01, OSV.01, REV.01, WRV.01.
**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.04, WR1.05, GL1.01, GL1.03, GL1.04, GL1.05, GL1.07, GL1.08, GL1.09, GL1.10.

### Activity Titles (Time + Sequence)

| | | |
|---|---|---|
| Activity 1 | *Las actividades preferidas* | 180 minutes |
| Activity 2 | *Mis pasatiempos favoritos* | 240 minutes |
| Activity 3 | *Para deportistas* | 200 minutes |
| Activity 4 | *De vacaciones* | 280 minutes |
| Activity 5 | *Preparando una fiesta* | 300 minutes |
| | Unit test | 60 minutes |

### Unit Planning Notes

- Teachers choose appropriate resources from resources listed.
- Refer to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* document, to establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.
- Prepare the criteria checklists for the unit activities prior to introducing the unit.
- Pre-teach/review the functional language (structure, theme vocabulary) required for the successful completion of the tasks prescribed throughout this unit.

## Prior Knowledge Required

- All language knowledge from Units 1 and 2

## Teaching/Learning Strategies

- The following teaching/learning strategies are used: brainstorming, collaborative/co-operative learning, interviewing, problem solving, memorizing, journal writing, checklist, interactive learning, peer assessment, research using technology, describing and communication strategies.

## Assessment/Evaluation

- Note-taking, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, and conferencing.
- Formal and informal observation, paper-pencil tests, improvisations, formal written assignment.
- Survey assignment, listening exercises (i.e., dictations), and student portfolios.

## Accommodations

- Refer to recommendations made by Special Education staff regarding accommodations and adaptations for students with special needs.
- Elicit the assistance of Special Education personnel in providing remedial opportunities for identified students.
- Allow flexibility in the presentation format and preparation time of assignments.

## Resources

### Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara a Cara: Pair Work Activities in Spanish*. Hong Kong: Colorcraft Ltd., 1989.

Frobose, Mark. *Relatos Divertidos*. Portland: J. Weston Walch, 1988. ISBN 0-8251-1303-2

Funston, James F. *En Sus Marcas*. St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1888-5

Gabel-Liebowitz, Dorothy. *Practical Vocabulary Builder*. Lincolnwood, Illinois: National Textbook Company, 1994.

Giannetti, George. *Un Calidoscopio de palabras*. Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7

Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters*. Portland, Maine: J. Weston Walch, 1988.

*Juntos*. New Jersey: Prentice-Hall, Inc., 1997. ISBN 0-13-838905-5

Leon, Vicki. *70 Spanish Activities*. Portland: J.Weston Walch, 1984. ISBN 0-8251-0248-0

McConnell, Mary. *Snappy Starters*. Portland: J. Weston Walch, 1991.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles*. Scott, Foresman and Company, 1996. ISBN 0-673-21700-0

Morrow, Patricia. *Buscapalabras en español*. Portland: J. Weston Walch, 1991. ISBN 0-8251-1873-5

*¿Qué tal?* London: Mary Glasgow Magazines-Scholastic, 1999. ISBN 0033-5940

Samaniego, F.A., M.C Brown, P.H. Carlin, S. Gorman, and C.L. Sparks. *¡Dime!* Lexington, Massachusetts: D.C. Heath and Company, 1993. ISBN 0-669-23881-3

Terrell, T.D., E.M. Munoz, L. Paulus, M.B. Rodgers, B. Snyder, E. Cabrera, and K.L Kirk. *Bravo*. Evanston: Mcdougal, Littell & Co., 1995. ISBN 0-8123-8701-5

Zayas-Bazan, Eduardo and Jose B. Fernandez. *¡Arriba!* Englewood Cliffs: New Jersey, 1993. ISBN 0-13-044306-9

Technological

*Batalla de palabras*. Roanoke: Gessler Publishing Co., Inc., 1987. (software)
*Spanish Contest*. Hamilton: Tralco Educational Services Inc., 1994. (software)

Internet

Intercultural E-mail Connections – http://www.stolaf.edu/network/iecc/

Virtual Tourist – http://www.vtourist.com/

Spanish for travelers – http://www.travlang.com/

Ontario Modern Language Teachers' Association – http://webhome.idirect.com/~omlta/

An elegant multi-lingual search engine – www.google.com

Community

Community organizations, bookstores, radio/television stations, library

## Activity 1: *Las actividades preferidas*

**Time:** 180 minutes

### Description

Through this activity, students reflect on the personal values, abilities, and aspirations which influence life's choices and opportunities. Students recognize that life is an unearned gift and that a person entrusted with life does not own it but is called to protect and cherish it. Students explore various activities which promote a balanced and healthy lifestyle by preparing a survey (*encuesta*) about their favourite leisure activities and by sending their surveys to another Spanish class requesting a response.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
1d - develops attitudes and values founded on Catholic social teachings and acts to promote social responsibility, human solidarity, and the common good;
2a - listens actively and critically to understand and learn in light of gospel values;
2b - reads, understands, and uses written materials effectively;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
3f - examines, evaluates and applies knowledge of interdependent systems for the development of a just and compassionate society;
4b - demonstrates flexibility and adaptability;
4c - takes initiative and demonstrates Christian leadership;
4e - sets appropriate goals and priorities in school, work, and personal life;
4f - applies effective communication, decision-making, problem-solving, time and resource management skills;
5a - works effectively as an interdependent team member;
5c - develops one's God-given potential and makes a meaningful contribution to society;
5e - respects the rights, responsibilities, and contributions of self and others;
6e - ministers to family, school, parish, and wider community through service;

7b - accepts accountability for one's own actions;
7i - respects the environment and uses resources wisely.

**Strand(s):** Oral Communication, Reading and Writing

**Overall Expectations**
OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**
OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*);
GL1.05 - uses possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives;
GL1.07 - adverbs used to modify verbs, and adjectives;
GL1.09 - words associated with family;
GL1.10 - idiomatic expressions.

## Planning Notes

- Prepare vocabulary list of pastime activities, including sports (see Appendices 3-A and 3-E).
- Prepare a survey (see Appendix 3-A) and a checklist (see Appendix 3-B) to evaluate *Mis pasatiempos*.
- Prepare a transparency highlighting pertinent vocabulary.
- Prepare language/vocabulary worksheets.
- Find pictures illustrating leisure activities in books, magazines, newspapers, and brochures.
- Obtain videos and cassettes on pastime activities (Physical Education Department and program specific).

- Prepare model dialogues, lists of words, and expressions associated with leisure time.
- Prepare a sample *encuesta* (see Appendix 3-A).
- Co-ordinate student e-mail addresses with collaborating teacher and students.
- Ensure access to computers and library availability.
- Prepare checklist for evaluation of students' findings (see Appendix 3-B) and other assessment and evaluation materials needed.

## Prior Knowledge Required

- The present tense of regular and some irregular verbs (e.g., *tener, estar, ser, ir, querer, gustar*)
- Interrogative adverbs (e.g., *dónde, qué, cuál, cómo, cuánto*)
- Frequently used adjectives
- Some vocabulary dealing with leisure activities and sports

## Teaching/Learning Strategies

1. The teacher teaches adverbs used to modify verbs, and adverbs used to modify adjectives (e.g., quickly, slowly, etc.).
2. The teacher teaches the use of direct object pronouns and the verb *encantar*.
3. The teacher teaches new verbs associated with leisure activities (e.g., *querer, jugar*).
4. The teacher discusses pastime activities with the class and students brainstorm their favourite pastime activities.
5. The teacher shows video and plays audiocassette segments dealing with leisure activities (e.g., a board game in Spanish or common children's game).
6. The teacher shows sample survey to facilitate students' research (teacher-created).
7. Students work in a group to complete survey (see Appendix 3-A).
8. Students send the survey findings to another Spanish class and request a response (written or via e-mail).
9. The results are shared with the class orally.
10. In response to findings, students prepare an oral report to debrief classmates.
11. The teacher evaluates group presentation of survey results via a checklist. (see Appendix 3-B).

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher | Brainstorming |
| Formative | Dictation | Student | New Vocabulary |
| Formative | Quizzes | Student | Aural/Written |
| Formative | Discussion | Student/Teacher | Survey |
| Summative/Diagnostic | Checklist | Teacher | Results of Survey/Oral Presentation |

## Accommodations

- Provide extra support, e.g., a "study buddy," a resource package to help reinforce the vocabulary required for this unit.
- Adjust preparation time and level of difficulty according to IEPs.
- Adapt assessments as recommended by IEPs.

## Resources

Sample *encuesta* (see Appendix 3-A)

Reinforcement vocabulary activities (refer to unit Resources)

Spanish/English dictionaries

Video/audiocassette dealing with leisure activities (Physical Education Department)

**Computers - Internet web sites**

Sports News – http://www.2001.com.ve/deportes.html

Soccer Updates – http://www.fie.us.es/ocio/futbol/futbol.html

Be a Sport – http://www.sportsparents.com

### Appendices

Appendix 3-A – *Las Actividades Preferidas*

Appendix 3-B – Checklist for *Las actividades preferidas*

## Activity 2: *Mis pasatiempos favoritos*

**Time:** 240 minutes

### Description

Students examine information and ideas clearly and honestly with a sensitivity to others. They create, adapt, and evaluate new ideas. Students prepare a list of at least ten pastimes in Spanish (e.g., *montar en bicicleta, jugar al béisbol*) reflecting the diversity and interdependence of the world's cultures. Students work individually to prepare a written production dealing with their favourite and least favourite pastime activities.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

2a - listens actively and critically to understand and learn in light of gospel values;

2b - reads, understands, and uses written materials effectively;

3d - makes decisions in light of gospel values with an informed moral conscience;

3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

4b - demonstrates flexibility and adaptability;

4c - takes initiative and demonstrates Christian leadership;

4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

5e - respects the rights, responsibilities and contributions of self and others;

6e - ministers to family, school, parish, and wider community through service;

7b - accepts accountability for one's own actions.

**Strand(s):** Oral Communication, Writing, Reading

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;

OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;

REV.01 - reads age- and language-appropriate passages from various sources for different purposes;

WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;

OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);

OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);

OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);

RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);

RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;

WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);

WR1.02 - writes a variety of questions and answers;

WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);

GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;

GL1.03 - direct object pronouns (e.g., *me, him*);

GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – perfect past tense (simple past tense in some international languages), – uses negative forms (e.g., *don't, won't*);

GL1.05 - uses possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives;

GL1.07 - adverbs used to modify verbs, and adjectives;

GL1.09 - words associated with family, leisure, friends, music, sports, television;

GL1.10 - idiomatic expressions.

## Planning Notes

- Prepare vocabulary list on leisure activities and pastimes (see Appendices 3-A and 3-E).
- Show student writing samples of favourite pastime activities.
- Prepare evaluation rubric for writing assignment.
- Prepare a paragraph on leisure activities or favourite pastimes.
- Create a rubric for assessing oral and written activity (see Appendix 3-C).
- Prepare a list of useful idiomatic expressions dealing with leisure activities.

## Prior Knowledge Required

- Some vocabulary associated with leisure and pastime activities
- Use of articles with nouns, gender and number agreement, word order
- Use of certain prepositional phrases, interrogative adjectives, regular and irregular adjectives, certain adverbs to modify verbs and adjectives
- Use of regular and irregular verbs (e.g., *tener*, *gustar*, *ser*, *estar*)

## Teaching/Learning Strategies

1. The teacher reviews the use of direct object pronouns and the verb *encantar*.
2. Students work on worksheets to reinforce grammar taught.

3. The teacher shows visuals depicting pastime activities (pictures from magazines, students' photos of sports teams, etc.).
4. Students work with a learning partner to brainstorm favourite/least favourite pastime activities.
5. In a larger group, students share one another's favourite/least favourite pastimes.
6. The teacher introduces and explains assessment rubric for written assignment (see Appendix 3-C).
7. Students work individually to prepare a written production dealing with their favourite and least favourite pastime activities.
8. Students peer edit their first drafts and submit final draft for evaluation (see Appendix 3-C).
9. Students state which activity is their favourite activity and give reasons why.
10. Students state their least favourite activity and give reasons why.
11. This written assignment includes the direct object pronouns, and the verbs *encantar* and *gustar*.
12. Students include how often the activity is done/practised and with whom it is done/practised.
13. The popularity of the activity among teenagers, community, and/or country is also discussed in the assignment.
14. Students share their written assignment orally with the class.
15. The teacher evaluates oral presentation of paragraph (teacher-created rubric).

## Assessment/Evaluation Techniques

| **Purpose** | **Tool/Method** | **Who** | **Strategy** |
|---|---|---|---|
| Formative | Observation | Teacher/Student | Brainstorming |
| Formative | Peer Editing | Student | Drafts |
| Formative | Quizzes | Student | Aural/Written |
| Summative | Rubric | Student/Teacher | Personal Paragraph |
| Summative | Performance Assessment | Teacher | Written/Oral Presentation |

## Accommodations

- Arrange for assistance with written activities.
- Adapt the level of difficulty of activities according to the recommendations of IEPs.
- Carefully pair students so that one student's strengths compensate for another student's challenges.
- Monitor peer editing closely.
- Adapt required elements of the paragraph and the assessment of this assignment according to IEPs.

## Resources

Sample vocabulary worksheets (program generated)

Written sample of pastime activities (teacher-created)

Evaluation grids and instruments (see Appendices 3-C and 3-E)

**Internet sites**

Magazines Galore – http://www.enews.com

Listen Up – http://www.live-online.com

We're All Kids – http://www.kidscom.com

## Appendices

Appendix 3-C – Rubric for *mis pasatiempos favoritos*

Appendix 3-E – *Los deportes*

## Activity 3: *Para deportistas*

**Time:** 200 minutes

### Description

Students explore the sports world of a Spanish-speaking country while integrating the Catholic faith tradition. Students learn to respect and understand the history of sports, their cultural heritage, and the important role they play in our society and in our lives as Catholics. Students research their chosen athlete, using the Internet or other library resources; prepare an oral presentation; and explain how sports play an important role in the Spanish-speaking world and the world in general.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1d - develops attitudes and values founded on Catholic social teachings and acts to promote social responsibility, human solidarity, and the common good;
2a - listens and critically to understand and learn in light of gospel values;
2b - reads, understands, and uses written materials effectively;
2c - presents information clearly and honestly and with sensitivity to others;
2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
3d - makes decisions in light of gospel values with an informed moral conscience;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrates flexibility and adaptability;
4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
5c - develops one's God-given potential and makes a meaningful contribution to the common good;
5e - respects the rights, responsibilities, and contributions of self and others;
7a - acts morally and legally as a person formed in Catholic traditions;
7d - promotes the sacredness of life;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society;
7i - respects the environment and uses resources wisely.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);

OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show).
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - uses visual cues (e.g., illustrations and punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine meaning of texts in print and other media (e.g., magazines, newspaper articles, CD-ROMs and the Internet);
RE1.04 - responds to what they read in a variety of ways (e.g., retell stories);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
GL1.01 - uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.03 - direct object pronouns (e.g., *me, him*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – perfect past tense (simple past tense in some international languages), – uses negative forms (e.g., *don't, won't*);
GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives;
GL1.07 - adverbs used to modify verbs, and adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, negative;
GL1.09 - words associated with family, leisure, friends, music, sports, television;
GL1.10 - idiomatic expressions.

### Planning Notes

- Suggest videos on Spanish-speaking athletes around the world that students may watch.
- Find magazines containing articles about sports figures.
- Select audiocassette segments dealing with prominent Spanish-speaking athletes (program specific).
- Obtain resource materials required for student research.
- Dialogue with teacher-librarian regarding use of the Internet.
- Obtain copy of school/board guidelines with reference to Internet use.
- Ensure students have access to computers.
- Prepare a list of Spanish-speaking athletes from which students may choose (see Appendix 3-D).

### Prior Knowledge Required

- Use of regular and irregular verbs in the present tense
- Gender and number agreement, word order
- Vocabulary dealing with sports and famous personalities
- Pronouns – interrogative, direct object, subject
- Conjunctions (e.g., and, or, but, because)
- Certain adverbs to modify adjectives and verbs

## Teaching/Learning Strategies

1. The teacher prepares vocabulary sheets on athletics/sports (see Appendix 3-E) and discuss famous Spanish sports personalities (see Appendix 3-D).
2. The teacher teaches new vocabulary and irregular verbs *ver* and *poner*.
3. The teacher shows visuals of sports and famous Spanish-speaking athletes and students brainstorm possible athletes to add to list (see Appendix 3-D).
4. Students choose a famous Spanish-speaking athlete that they want to research and research on their chosen athlete, using the Internet or other library resources.
5. Students formulate notes using their research and a teacher-created fill-in model for this activity.
6. Students prepare oral presentation from their notes.
7. Students use of technology via the Internet to research an athlete from a Spanish-speaking country is evaluated.
8. Students then prepare an oral presentation to the class with the results of their search.
9. Students explain how sports play an important role in the Spanish-speaking world and bring in pictures to illustrate their oral presentation.
10. The teacher uses rubric to evaluate oral presentation (see Appendix 3-F).

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher/Student | Brainstorming |
| Formative/Diagnostic | Checklist | Student | Research on Internet |
| Formative | Quizzes | Student | Written |
| Summative | Writing Portfolio | Teacher | Student's Final Copy |
| Summative | Rubric | Teacher | Oral Presentation |

## Accommodations

- Arrange assistance for research.
- Adapt fill-in model according to recommendations of IEPs.
- Provide alternate forms of the presentation as recommended by Special Education personnel.
- Provide extra support in the preparation of the assignment, e.g., extra rehearsal time, access to tape recorder for extra oral practice, and adapted criteria.

## Resources

Vocabulary worksheets dealing with athletics (teacher-created).

Picture file of sports and Spanish-speaking athletes (teacher-created).

Video relating Spanish-speaking athletes around the world (in school departments or local video store).

**Internet Web Sites**

Sports News – http://www.2001.com.ve/deportes.html
Soccer Updates – http://www.fie.us.es/ocio/futbol/futbol.html
CNN en español – http://www.cnnenespanol.com
All Sports – http://allsports.com
Sports Search – http://www.oldsport.com
Sports Around the Globe – http://www.sportsline.com/u/worldwide
Celebrity Athletes – http://www.mrshowbiz.go.com/people/catbrowse/athleteindex.html
WWW Women's Sports Page – http://fiat.glis.utexas.edu/~lewisa/womsprt.html

Legends of the Game – http://www.cmgww.com/sports.html
Sports History – http://www.hickoksports.com/history.

### Appendices

Appendix 3-D – *Para deportistas – Lista de deportistas hispanohablantes*
Appendix 3-E – *Los deportes*
Appendix 3-F – Rubric for Evaluation of Presentation on Spanish-Speaking Athletes

## Activity 4: *De vacaciones*

**Time:** 280 minutes

### Description

Students work with a partner by creating a dialogue in which they discuss an imaginary trip they have taken to a Spanish-speaking country. They also create a "faux" album of their imaginary voyage. Students learn to respect and affirm the diversity of the world's cultures.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
2a - listens actively and critically to understand and learn in light of gospel values;
2b - reads, understands, and uses written material effectively;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
3e - adopts a holistic approach to life by integrating learning form various subject areas and experience;
4b - demonstrates flexibility and adaptability;
4e - sets appropriate goals and priorities in school, work, and personal life;
4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
5a - works effectively as an interdependent team member;
5e - respects the rights, responsibilities, and contributions of self and others;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society;
7i - respects the environment and uses resources wisely.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture if countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);
OS1.04 - applies knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentation);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - uses visual cues (e.g., illustrations and punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine meaning of texts in print and other media (e.g., magazines, newspaper articles, CD-ROMs and the Internet);
RE1.04 - responds to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.03 - direct object pronouns (e.g., *me, him*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*), – perfect past tense (simple past in some international languages);
GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives;
GL1.07 - adverbs used to modify verbs, and adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, negative;
GL1.09 - words associated with family, leisure, friends, music, sports, television, geography;
GL1.10 - idiomatic expressions, – essential characteristics of the writing system, as required.

## Planning Notes

- Ensure access to computer availability.
- Obtain copy of school/board guidelines with reference to Internet use.
- Prepare/provide atlases (Geography Department).
- Prepare verb cue cards.
- Contact tourist bureau/travel agencies to obtain maps, tourist guides, posters, etc.
- Prepare copy of list of Spanish-speaking countries from which to choose (teacher-created).
- Obtain pamphlets, brochures, postcards, maps from a Spanish cultural institute.
- Provide sample of photo album and a video/audio taped dialogue of a trip taken.
- Prepare a list of useful expressions dealing with weather, sports, and leisure activities.
- Prepare review of previously learned vocabulary.

## Prior Knowledge Required

- Review of the verb *estar* with some prepositions of location
- Reinforce vocabulary dealing with sports, leisure activities, pastimes, places in the city, greetings, and farewells
- Review present tense of regular and irregular verbs (e.g., *tener, ir, ser, querer, gustar, encantar, poner, and ver*)
- Number and gender agreements
- Review of simple prepositions

## Teaching/Learning Strategies

1. Using the simple past tense, the teacher prepares a dialogue involving two students who have just visited a Spanish-speaking country.
2. The teacher and students identify all simple past tense verbs in the dialogue.
3. Students categorize verbs according to perspective endings.
4. The teacher teaches the three types of regular verb conjugations in the simple past tense.
5. Using cue cards, students work collaboratively asking simple questions in the past tense.
6. The teacher teaches expressions dealing with the weather.
7. The teacher teaches the verb *hacer* in the present indicative.
8. The teacher shows video on a Spanish-speaking country (Geography Department or Language Department).
9. With a partner, students select a Spanish-speaking country of their choice from a teacher-generated list.
10. The teacher provides list of useful questions to guide students in the preparation of their dialogues.
11. With a partner, the students create a dialogue and discuss an imaginary trip they have taken to a Spanish-speaking country. In the dialogue, they discuss the country with regards to location, climate, major sites of interest, leisure activities, and popular sports. Students use the Internet to find information on the country chosen.
12. A "faux" photo album with illustrations of the trip is to be submitted.
13. Pairs collaboratively brainstorm ideas for the first draft of their dialogues.
14. Groups exchange first scripts and begin peer editing.
15. Students prepare final script and the photo albums for the oral presentation.
16. The teacher and classmates evaluate final oral presentation using rating scale (see Appendix 3-G).

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher/Student | Brainstorming |
| Formative/Diagnostic | Checklist | Teacher | Research |
| Formative | Quizzes | Student | Aural/Written |
| Formative | Peer Evaluation | Student | Oral Presentation |
| Summative | Rating Scale | Teacher | Oral Presentation |
| Summative | Rating Scale | Teacher | Completed Photo Album |

## Accommodations

- Allow the assistance of a partner to provide extra review of vocabulary.
- Pair students sensitively for the research aspect of this activity.
- Arrange for assistance with the creation of the oral presentation and the “faux” photo album.
- Provide alternatives to the final presentation as recommended by Special Education staff, e.g., pre-recorded audiocassette or videotaped presentation.
- Adapt rehearsal time and required elements of this presentation.
- Evaluate according to recommendations of IEPs.

## Resources

Pamphlets, brochures, post cards, maps, travel/tourist guides, videos, posters, newspapers, magazines from travel agencies/tourist bureau

**Internet sites**

Nation to Nation – http://www.your-nation.com

Library of Congress Studies Countries – http://lcweb2.loc.gov/frd/cs/cshome.html

Currency Converter – http://www.x-rates.com

http://www.oanda.com

Travelling to a Foreign Country? – http://www.travlang.com

3-D atlas – http://www.excite.com/travel/countries

## Appendices

Appendix 3-G – Rating Scale for Presentation on Trip to a Spanish-Speaking Country

## Activity 5: *Preparando una fiesta*

**Time:** 300 minutes

### Description

In this activity, students celebrate, respect, and affirm the diversity and interdependence of the world by organizing a birthday party or *las mañanitas* for a person (fictitious or real). They develop attitudes and values founded on Catholic social teaching. They promote social responsibility.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1c - actively reflects on God's Word as communicated through Hebrew and Christian scriptures;
1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
1e - speaks the language of life "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it;" (Witnesses to Faith);
1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;
2a - listens actively and critically to understand and learn in light of gospel values;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
3d - makes decisions in light of gospel values with an informed moral conscience;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrates flexibility and adaptability;
4c - takes initiatives and demonstrated Christian leadership;
4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
4h - participates in leisure and fitness activities for a balanced and healthy lifestyle;
5a - works effectively as an interdependent team member;
5e - respects the rights, responsibilities, and contributions of self and others;
6e - ministers to the family, school, parish, and wider community through service;
7a - acts morally and legally as a person formed in Catholic traditions;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
7i - respects the environment and uses resources wisely.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture if countries where the language is spoken (e.g., holidays and cultural events);

OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);
OS1.04 - applies knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentation);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - uses visual cues (e.g., illustrations and punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine meaning of texts in print and other media (e.g., magazines, newspaper articles, CD-ROMs and the Internet);
RE1.04 - responds to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, uses of the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.03 - direct object pronouns (e.g., *me, him*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*), – perfect past tense (simple past tense in some international languages);
GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives, – demonstrative adjectives;
GL1.07 - adverbs used to modify verbs, – adverbs used to modify adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, negative;
GL1.09 - words associated with family, leisure, friends, music, sports, television, geography;
GL1.10 - idiomatic expressions, – essential characteristics of the writing system, as required.

## Planning Notes

- Prepare activity sheets with the simple past tense.
- Obtain video of a birthday celebration in a Spanish-speaking country (ask a Spanish-speaking student to bring a video of a birthday celebration of a member of his/her family) and prepare a list of useful vocabulary dealing with birthday celebrations (see Appendix 3-H).
- Provide a short dialogue/story dealing with birthday celebrations in a Spanish-speaking country.
- Obtain copy of *Las mañanitas* to be sung at the birthday celebration.
- Prepare checklist for birthday party (see Appendix 3-I).

## Prior Knowledge Required

- Use of regular and irregular verbs in the present tense (e.g., *estar, ser, tener, ir, gustar, jugar, querer, ver*, and *poner*)
- Use of articles, nouns, qualitative and quantitative adjectives, possessive adjectives, interrogative adjectives, expressions of quantity, adverbs used to modify verbs and adjectives, personal pronouns, direct object pronouns, interrogative pronouns
- Word order and gender agreement
- Vocabulary including family, food, leisure, friends, music, sports, television, basic salutations, cardinal numbers
- Knowledge of the simple past tense of regular verbs

## Teaching/Learning Strategies

1. The teacher teaches new verbs in the simple past tense and has students do activities sheets which reinforce these new verbs (program specific).
2. The teacher introduces demonstrative adjectives with reinforcement exercises.
3. The teacher teaches prepositional phrases and introduces vocabulary of food and reviews numbers and dates.
4. The teacher asks students to brainstorm how a typical birthday party works and reviews/introduces vocabulary associated with birthday parties (see Appendix 3-H).
5. The teacher shows visuals of a birthday celebration in a Spanish-speaking country.
6. Collaboratively, students begin brainstorming party preparations (e.g., guest list, party supplies, decorations, etc.).
7. The class reads a dialogue dealing with a birthday celebration in a Spanish-speaking country.
8. In a group, students brainstorm ideas for their script and create a skit birthday party.
9. The teacher circulates a group sign-up list of supplies necessary for a birthday celebration and students prepare a birthday party for a person (fictitious or real).
10. Students establish a dialogue of greetings between group members.
11. Students start with basic introductions (handshake, greetings, names, apologies and excuses for being late, etc.).
12. One of the guests brings along an imaginary Spanish-exchange student (played by another student). This person states personal information about him/herself (where he/she lives, what nationality he/she is, what pastimes he/she enjoys, etc.).
13. The skit could end with the opening of pretend gifts and serving of birthday cake.
14. Students write first draft and practise their script.
15. Students complete the final preparations for the birthday party.
16. The teacher and students evaluate the birthday parties using a checklist (see Appendix 3-I).
17. The teacher evaluates unit with written test for students.

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Informal Observation | Teacher | Discussion of Birthdays |
| Formative | Observation | Teacher | Collaboration |
| Formative | Quizzes | Student | Aural/Written |
| Formative | Dictation | Student | Party Vocabulary |
| Summative/Diagnostic | Checklist | Teacher | Skit |
| Summative/Diagnostic | Checklist | Student | Peer Evaluation |
| Summative | Unit Test | Student | |

## Accommodations

- Provide opportunities for additional reinforcement of vocabulary and dialogue.
- Arrange for assistance with written assignments.
- Adjust the level of difficulty and the length of rehearsal time to agree with IEP recommendations.
- Adapt evaluation in accordance with IEPs.

## Resources

Video on birthday celebrations in the Spanish-speaking world (from a Spanish-speaking student).

Audio cassette or compact disc of *Las mañanitas*

**Internet sites**

Happy Birthday – http://www.440.com/twtd/today.html

http://www.scopesys.com/anyday

http://www.famousbirthday.com

Holiday Celebrations – http://www.holidays.net

Holidays Around the World – http://holidayfestival.com

Culture Vulture – http://www.culturefinder.com

## Appendices

Appendix 3-H – *Preparando una fiesta: Los cumpleaños*
Appendix 3-I – Checklist for Birthday Party

## Appendix 3-A

### *Las Actividades Preferidas*

| Pasatiempo | Te Gusta | Te Encanta | Te Da Igual | No Te Gusta | Odias |
|---|---|---|---|---|---|
| 1. Mirar la televisión | | | | | |
| 2. Ir al cine | | | | | |
| 3. Tener una colección | | | | | |
| 4. Ir a fiestas | | | | | |
| 5. Ir de compras | | | | | |
| 6. Leer libros o revistas | | | | | |
| 7. Bailar | | | | | |
| 8. Practicar deportes | | | | | |
| 9. Tocar instrumentos musicales | | | | | |
| 10. Escuchar música | | | | | |
| 11. Juegos de video | | | | | |
| 12. Usar el internet | | | | | |
| 13. Jugar con la computadora | | | | | |
| 14. Asistir a conciertos | | | | | |
| 15. Ir a partidos (de béisbol, fútbol, etc.) | | | | | |
| 16. Salir con novio(a) | | | | | |
| 17. Ir de pesca | | | | | |
| 18. Cantar | | | | | |
| 19. Escribir cuentos y poemas | | | | | |
| 20. Viajar | | | | | |

## Appendix 3-B

### Checklist for *Las actividades preferidas*

| CRITERIO | SÍ | NO |
|---|---|---|
| 1. Participación en grupo | | |
| 2. Uso del español | | |
| 3. Uso del tiempo eficientemente | | |
| 4. Iniciativa en el grupo | | |
| 5. Preparación del cuestionario | | |
| 6. Implementación del cuestionario | | |
| 7. Recopilación de la información | | |
| 8. Tabular la información | | |
| 9. Enviar el cuestionario a la clase participante | | |
| 10. Tabular la información | | |
| 11. Presentar los resultados a los demás | | |
| 12. Claridad de los resultados | | |

Observaciones:

## Appendix 3-C

### Rubric for *Mis pasatiempos favoritos*

| Categories | Level 1 (50-59%) | Level 2 (60-69%) | Level 3 (70-79%) | Level 4 (80-100%) |
|---|---|---|---|---|
| **Knowledge/ Understanding**<br>- use of required elements: pastime vocabulary, possessive adjectives | - limited use of the required language elements | - moderate use of the required elements | - considerable use of the required elements | - thorough use of the required elements |
| **Thinking/ Inquiry**<br>- creative thinking skills | - copies from the model | - uses the model and makes minor changes to it | - makes some changes and additions to the model | - makes significant changes to additions to the model |
| **Communication**<br>-clarity<br>- accuracy | - communicates information with limited clarity<br>- uses language structures and vocabulary with limited accuracy | - communicates information with moderate clarity<br>- uses language structures and vocabulary with some accuracy | - communicates information with considerable clarity<br>- uses language structures and vocabulary with considerable accuracy | - communicates information with a high degree of clarity<br>- uses language structures and vocabulary with a high degree of accuracy |
| **Application**<br>- writing process | - uses a few of the stages of the writing process with limited effectiveness to produce a final copy | - uses some of the stages of the writing process with moderate effectiveness to produce a final copy | - uses all the stages of the writing process with considerable effectiveness to produce a final copy | - uses all the stages of the writing process with a high degree of effectiveness to produce a final draft |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Comments:

## Appendix 3-D

### *Para deportistas - Lista de deportistas hispanohablantes*

Roberto Alomar
Gabriella Sabatini
Ozzie Guillen
Jose Canseco
Arantxa Sánchez Vicario
Carlos Delgado
Jose Rijo
Juan Agost
Sammy Sosa
Tony Fernandés
Diego Maradona
George Bell
Edgar Martínez
Julio Franco
Ruben Sierra
Adreas Galarraga
Candy Maldonado
Ramon Martínez
Ivan Calderón
Rafael Palmero

## Appendix 3-E

### *Los deportes*

el fútbol
el básquetbol – el baloncesto
el vólibol
el béisbol
el fútbol americano
el atletismo
el patinaje sobre hielo
el patinaje sobre ruedas
el criquet
el hockey
el ping pong/el tenis de mesa
el rugby
el squash
el jai alai
la lucha libre
el ciclismo
la natación
el tenis
el badminton
la gimnasia
el esquí
la pesca
la equitación
pescar
correr las olas
velear
montar a caballo

## Appendix 3-F

### Rubric for Evaluation of Presentation on Spanish-Speaking Athletes

| Categories | Level 1 (50-59%) | Level 2 (60-69%) | Level 3 (70-79%) | Level 4 (80-100%) |
|---|---|---|---|---|
| **Knowledge/ Understanding** | - limited use of recently taught language knowledge | - moderate use of recently taught language knowledge | - uses recently taught language knowledge with some facility and accuracy | - uses recently taught language knowledge with facility and accuracy |
| **Oral Communication** (Speaking) | - speaks with hesitation and frequent pronunciation errors | - speaks somewhat fluently with some pronunciation errors | - speaks quite fluently and pronounces quite accurately | - speaks fluently and pronounces accurately |
| **Aural Communication** (listening) | - demonstrates limited aural understanding | - demonstrates some aural understanding | - demonstrates considerable aural understanding | - demonstrates very good aural understanding |
| **Application** | - forms sentences and questions with limited accuracy<br>- has difficulty responding to spoken cues | - forms sentences and questions with some accuracy<br>- has occasional difficulty responding to spoken cues | - forms sentences and questions with considerable accuracy<br>- responds to spoken cues quite accurately and appropriately | - forms sentences and questions with consistent accuracy<br>- responds to spoken cues accurately and appropriately |
| **Thinking/ Inquiry** | - expresses very few interesting and relevant details | - expresses a few interesting and relevant details | - expresses interesting and relevant details | - expresses many interesting and relevant details |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Comments:

## Appendix 3-G

### Rating Scale for Presentation on Trip to a Spanish-Speaking Country

**Descripción**
En esta actividad ustedes tienen que presentar un viaje que han hecho a un país hispanohablante. Deben mencionar la localidad, el clima, los sitios de interés, los deportes populares, y las otras actividades comunes de ese país. No se olviden de incluir un album con fotografías de su viaje.

| Criterio | Suficiente (1) | Bien (2) | Muy Bien (3) | Excelente (4) |
|---|---|---|---|---|
| Entonación | | | | |
| Pronunciación | | | | |
| Claridad de ideas | | | | |
| Contenido | | | | |
| Apariencia estética | | | | |
| Creatividad e imaginación | | | | |
| Vocabulario | | | | |
| Estructuras gramaticales | | | | |

**Total: /32**

Observaciones:

## Appendix 3-H

### *Preparando una fiesta: Los cumpleaños*

los globos
las velas
el regalo
"las mañanitas"
la torta
las tarjetas
las piñatas
sorprender
recibir
comer
divertirse
bailar

las serpentinas
el pastel
los invitados
la quinceañera
las decoraciones
los sombreros
las sorpresas
regalar
ofrecer
beber
cantar

## Appendix 3-I

### Checklist for Birthday Party

**Descripción**

En esta actividad ustedes van a organizar una fiesta de cumpleaños. Tienen que decorar la clase con globos y serpentinas. Deben presentar un/una estudiante de intercambio de un país hispanohablante a los demás. Ustedes tienen que preparar una fiesta llena de divertimiento y de actividades culturales hispanas. ¡Sean creativos!

| Criterio | Mark |
|---|---|
| Cooperación en grupo | /5 |
| Uso del español en grupo | /5 |
| Uso de estructuras gramaticales | /5 |
| División del trabajo | /5 |
| Organización de la fiesta | /5 |
| Claridad de ideas | /5 |
| Preparación | /5 |
| Creatividad y Originalidad | /5 |
| Pronunciación | /5 |
| Entonación | /5 |
| Decoraciones | /5 |
| Participación de la clase | /5 |
| Impresión general de la fiesta | /5 |

**Total:** /65

Observaciones:

# Unit 4: *Ir de compras*

**Time:** 23 hours
**Lead Writer:** Sandra Pagliaroli, Windsor Essex Catholic District School Board
**Unit Developer(s)**
Biagio Aulino, York Catholic District School Board
Luis Bustos, Peterborough Victoria Northhumberland and Clarington Catholic District School Board
John Pusztay, Hamilton Wentworth Catholic District School Board
Luisa Ventura, Simcoe Muskoka Catholic District School Board
**Development Date:** July 2000

## Unit Description

Students explore consumer trends as well as affordability and quality by examining and reflecting on personal values and aspirations which influence choices and opportunities. This unit allows students to make informed decisions. Vocabulary includes food, clothing, and currency. Past and present commercial trends are emphasized via advertising and marketing techniques. Students have the opportunity to refer to past events and experiences by demonstrating an understanding of the centrality of the Eucharist to our Catholic story in light of Gospel teachings.

## Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE1d, CGE1e, CGE1g, CGE1h, CGE1i, CGE 2a, CGE2b, CGE2c, CGE2e, CGE3a, CGE3b, CGE3c, CGE3d, CGE3e, CGE4a, CGE4b, CGE4d, CGE4e, CGE4f, CGE4g, CGE4h, CGE5a, CGE5b, CGE5e, CGE5f, CEG5g, CGE5h, CGE6b, CGE7a, CGE7b, CGE7f, CGE7g, CGE7i.
**Strand(s):** Oral Communication, Reading, Writing
**Overall Expectations:** OLV.01, OSV.01, REV.01, WRV.01.
**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

## Activity Titles (Time + Sequence)

| | | |
|---|---|---|
| Activity 1 | *La comida internacional* | 300 minutes |
| Activity 2 | *Ir de compras* | 200 minutes |
| Activity 3 | *Un desfile de modas* | 320 minutes |
| Activity 4 | *Las noticias* | 240 minutes |
| Activity 5 | *Una cita* | 200 minutes |
| | Unit test | 60 minutes |

## Unit Planning Notes

- Gather the resources listed.
- Refer to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* document in order to establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.
- Prepare functional language (structure, theme vocabulary) required for the successful completion of the tasks prescribed in this unit.

- Gather catalogues, magazines, and newspapers to be used as reference materials.
- Prepare the criteria checklists for the unit activities prior to introducing the unit.

## Prior Knowledge Required

- Vocabulary (food, shopping, clothing, currency, colours, sizes)
- Regular and irregular adjectives
- Exposure to Spanish/Latin American music
- Recognize and use appropriate language structures in all three strands
- All language structures from previous units

## Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- The following teaching/learning strategies may be used: memorizing, collaborative/co-operative learning, partnered activities, oral communication, reporting, Internet search, magazine, catalogues, and newspaper research.
- The teacher teaches/reviews vocabulary (food, clothing, shopping, colours, sizes).
- The teacher uses a variety of teaching/learning strategies: observation, conferencing, paper and pencil tests, oral/aural quizzes, performance tasks (i.e., skits, oral presentations), teacher-directed and student-directed activities, and information technology use (Internet, video, and computers).

## Assessment and Evaluation

- Note-taking, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, and conferencing.
- Formal and informal observation, paper and pencil tests, improvisations, formal written assignment.
- Survey assignment, listening exercises (i.e., dictations), and student portfolios.

## Accommodations

- Refer to recommendations of IEPs re: accommodations and adaptations for students with special needs.
- Arrange opportunities for reinforcement of vocabulary with Special Education Staff or a study partner.
- Allow flexibility in the format of the presentation, the rehearsal time, and the level of difficulty of the required elements.
- Adjust evaluation techniques to agree with recommendations of the IEPs.

## Resources

### Print

Best, Shirley. *¡Todos ganan!*. Portland: J. Weston Walch, 1985. ISBN 0-8251-0251-0

Frobose, Mark. *Relatos divertidos*. Portland: J. Weston Walch, 1988. ISBN 0-8251-1303-2

Funston, James F. *En Sus Marcas*. Saint Paul, Minnesota: EMC/ Paradigm Publishing, 2000. ISBN 0-8219-1888-5

Giannetti, George. *The Spanish Teacher Book of Lists*. Portland: J. Weston Walch, 1989. ISBN 0-8251-1503-5

Giannetti, George. *Un Calidoscopio de palabras*. Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7

*Juntos*. New Jersey: Prentice-Hall, Inc., 1997. ISBN 0-13-838905-5

Leon, Vicki. *70 Spanish Activities*. Portland: J. Weston Walch, 1984. ISBN 0-8251-0248-0

McConnell, Mary. *Snappy Starters*. Portland: J. Weston Walch, 1991.

Morrow, Patricia. *Buscapalabras en español*. Portland: J. Weston Walch, 1991. ISBN 0-8251-1873-5

*¿Qué tal?* London: Mary Glasglow Magazines-Scholastic, 1999. ISBN 0033-5940

Terrell, T.D., E.M. Munoz, L. Paulus, M.B. Rogers, B. Synder, E. Cabrera, and K.L. Kirk. *Bravo*. Evanston: Mcdougal, Littell & Co., 1995. ISBN 0-8123-8701-5

Samaniego, F.A., M.C. Brown, P.H. Carlin, S. Gorman, and C.L. Sparks. *¡Dime!* Lexington, Massachusetts: D.C. Heath and Company, 1993. ISBN 0-669-23881-3

Valette, Jean-Paul and Rebecca Valette. *Spanish for Mastery 1*. Lexington: D.C. Heath and Company, 1984. ISBN 06172-7

WBrett, Robert J. *¡Mucho Gusto!* EMC Publishing: St. Paul, Minnesota 1990.
ISBN 0-8219-0246-6

Technological

*Batalla de palabras*. Roanoke: Gessler Publishing Co., Inc., 1987. (software)

Gaiero, Robert D. *Spanish Bit by Bit 1, 2, 3*. St. Catherines: Tutor Enterprises, 1996. (software)

*Spanish for Everyone*. Cambridge: The Learning Company, 1997. ISBN 0-7630-1489-3 (CD-ROM)

Internet

The following web sites may be useful in obtaining materials related to language and culture. These sites were active at the time of publication:

Intercultural E-Mail Connections – http://www.stolaf.edu/network/iecc/

Virtual Tourist – http://www.vtourist.com/

Spanish for travelers – http://www.travlang.com/

Ontario Modern Language Teachers' Association – http://webhome.idirect.com/~omlta/

An elegant multi-lingual search engine – www.google.com

Newspaper – El Popular – http://www.diarioelpopular.com

Community

Community organizations, consulates, bookstores, radio/television stations, library

## Activity 1: *La comida internacional*

**Time:** 300 minutes

### Description

This activity allows students to recognize that conflict, human weakness, sin, and forgiveness are part of the human journey. Students pretend that they are tourists in a Spanish-speaking country. They are hungry, but they do not know where to go. Their oral presentations reflect an intimacy with God and celebrate communion with God, others, and creation through prayer and worship.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;
1i - integrates faith with life;
2a - listens actively and critically to understand and learn in light of gospel values;

2b - reads, understands, and uses written materials effectively;
3b - creates, adapts, evaluates new ideas in light of the common good;
3c - thinks reflectively and creatively to evaluate situations and solve problems;
3d - makes decisions in light of gospel values with an informed moral conscience;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrates flexibility and adaptability;
4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
4h - participates in leisure and fitness activities for a balanced and healthy lifestyle;
5a - works effectively as an interdependent team member;
5e - respects the rights, responsibilities, and contributions of others;
7f - respects and affirms the diversity and interdependence of the world's peoples and culture;
7i - respects the environment and uses it wisely.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**
OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**
OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture if countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);
OS1.04 - applies knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentation);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - uses visual cues (e.g., illustrations and punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine meaning of texts in print and other media (e.g., magazines, newspaper articles, CD-ROMs and the Internet);
RE1.04 - responds to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);

WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01 - uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.03 - direct object pronouns (e.g., *me, him*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*), – perfect past tense;
GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives, – demonstrative adjectives;
GL1.06 - common conjunctions (e.g., *and, or, but, because, when*);
GL1.07 - adverbs used to modify verbs, and adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, negative;
GL1.09 - words associated with family, leisure, friends, music, sports, television, geography;
GL1.10 - idiomatic expressions, – essential characteristics of the writing system, as required.

## Planning Notes

- Provide several different restaurant ads in the language of study and prepare a cloze exercise for each ad.
- Provide pictures of food/menus appropriate to the activity (newspaper clippings and magazine clippings).
- Prepare a list of food items and descriptive adjectives to describe food.
- Prepare quiz on vocabulary.
- Prepare visual aids (map of location of a restaurant, a menu with prices) as an example of your expectations.
- Secure Internet use to search for sample menus and restaurants.
- Provide dining etiquette standards (e.g., setting of tables, waiter behaviour, *la propina*).
- Provide written list of expectations for student-created advertisements.
- Gather bristol board, markers, etc.
- Create a model conversation between two people deciding upon which restaurant to choose (location, price of food, type of food available, likes and dislikes.
- Create a rubric for oral and written work (see Appendix 4-A).

## Prior Knowledge Required

- Ordinal numbers, basic food vocabulary, and prepositions
- Descriptive adjectives, possessive adjectives
- Regular and irregular verbs (present tense)
- Interrogative pronouns

## Teaching/Learning Strategies

1. The teacher reviews ordinal numbers and cardinal numbers and reviews/practises interrogative pronouns.
2. The teacher teaches specific food vocabulary, currency prior to the activity.
3. The teacher introduces food and currency vocabulary, as well as price and payment methods, by having students brainstorm.
4. The teacher presents a series of idiomatic expressions used in a restaurant situation (May I order…).
5. The teacher teaches irregular verbs with stem changes (e.g., *costar, pedir, pensar, leer, dar, traer*).
6. The teacher reviews likes/dislikes (verb *gustar*) and teach the verb form *gustaría* as used in a restaurant situation.
7. Students are to pretend that they are tourists in a Spanish-speaking country. They are hungry, but they do not know where to go. Students choose a restaurant by asking the people they meet for suggestions on location, the address, or the phone numbers. (The name of the restaurant, the address, location on a map, menu selections, and prices are to be included in their oral presentations.)
8. Students listen to a model conversation between two people deciding upon which restaurant to choose (location, price of food, type of food available, likes and dislikes) (program specific or teacher-created).
9. Students create their own list of words and expressions having to do with food items and drink using a dictionary and their textbook to search for new vocabulary.
10. Students write a quiz on vocabulary and newly learned structures.
11. Groups of three students prepare a dialogue/skit about searching for a restaurant and questions to ask in a restaurant (see Appendix 4-B).
12. Students design restaurant advertisements after having brainstormed pertinent information necessary to advertise a restaurant.
13. Students present their skit orally to the class and the teacher evaluates skit (see Appendix 4-A).
14. Students may chose to bring in real food items or "pretend" food items as props for their oral presentations. They may also choose to dress for their parts.
15. The teacher provides students with cloze exercise about an advertisement (i.e., The name of the restaurant is ____________. It is located __________________. The hours of operation are from _______to __________.).
16. Students include name of restaurant, type of food, house specialty, prices, address, hours of operation in their advertisements.
17. The advertisement is put on bristol board and on display for the oral presentation.
18. The teacher evaluates the skit using a rubric (see Appendix 4-A).

## Assessment /Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Informal Observation | Student | Brainstorming |
| Formative/Diagnostic | Checklist | Teacher | Questions/Answers |
| Formative | Quizzes | Student | Aural/Written |
| Formative | Written Assignment | Student/Teacher | Menu |
| Summative | Rubric | Teacher | Oral Presentation/Skit |

## Accommodations

- Selectively pair students for written assignments.
- Provide assistance with preparation of oral presentation.
- Refer to recommendations of IEPs in adjusting required elements, rehearsal time, and the evaluation of the final presentation.

## Resources

### Print

Frobose, Mark. *Relatos divertidos*. Portland: J. Weston Walch, 1988. ISBN 0-8251-1303-2

Funston, James F. *En Sus Marcas*. Saint Paul, Minnesota: EMC/ Paradigm Publishing, 2000. ISBN 0-8219-1888-5

Giannetti, George. *The Spanish Teacher Book of Lists*. Portland: J. Weston Walch, 1989. ISBN 0-8251-1503-5.

Giannetti, George. *Un Calidoscopio de palabras*. Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7

McConnell, Mary. *Snappy Starters*. Portland: J. Weston Walch, 1991.

Morrow, Patricia. *Buscapalabras en español*. Portland: J. Weston Walch, 1991. ISBN 0-8251-1873-5

### Technological

*Batalla de palabras*. Roanoke: Gessler Publishing Co., Inc., 1987. (software)

Gaiero, Robert D. *Spanish Bit by Bit 1, 2, 3*. St. Catherines: Tutor Enterprises, 1996. (software)

*Spanish for Everyone*. Cambridge: The Learning Company, 1997. ISBN 0-7630-1489-3 (CD-ROM)

### Internet

The following web sites may be useful in obtaining materials related to language and culture. These sites were active at the time of publication:

Comida Mexicana – http://www.mexicodesconocido.com.mx/comida/2070.htm

National Beverages of Mexico – http://www.mexdesco.com/bebidas/bbdanals.htm

More recipes – http://www.xmission.com:8000/~dderhak/recipes.html

Traditional Recipes – http://www.ozemail.com.au/~spain/cooking.htm

Venezuelan Cooking – http://members.tripod.com/~cocinavzla/top.html

Colorful Cooking of South America – http://www.cs.yale.edu/~hupfer/global/regions/sam/html

Currency Converter – http://www.x-rates.com

http://www.oada.com

Menus – http://ww.onlinemenus.com

Epicurious – http://www.epicurious.com

### Community

Community organizations, consulates, bookstores, radio/television stations, library, and local Spanish restaurants

## Appendices

Appendix 4-A – *La comida internacional* – Rubric for dialogue
Appendix 4-B – *La comida internacional*

## Activity 2: Ir de compras

**Time:** 200 mintues

### Description

Students make informed decisions by examining shopping trends and etiquette when travelling abroad. Students prepare a dialogue of their own in which one is a customer and the other a clerk. The customer wishes to buy a gift of clothing, but has difficulty finding the size and colour needed. Students purchase souvenirs, postcards, and other items that are specific to the Spanish-speaking country chosen. They examine, evaluate, and apply acquired knowledge effectively while integrating the Catholic faith tradition.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;
2a - listens actively and critically to understand and learn in light of gospel values;
2b - reads, understands, and uses written materials effectively;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
3c - thinks reflectively and creatively to evaluate situations and solve problems;
3d - makes decisions in light of gospel values with an informed moral conscience;
4b - demonstrates flexibility and adaptability;
4e - sets appropriate goals and priorities in school, work, and personal life;
4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
5a - works effectively as an interdependent team member;
5e - respects the rights, responsibilities, and contributions of self and others;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society;
7i - respects the environment and uses resources wisely.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture if countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);

OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);
OS1.04 - applies knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentation);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - uses visual cues (e.g., illustrations and punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine meaning of texts in print and other media (e.g., magazines, newspaper articles, CD-ROMs and the Internet);
RE1.04 - responds to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input fromm teachers);
WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.03 - direct object pronouns (e.g., *me, him*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*), – perfect past tense;
GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives, – demonstrative adjectives;
GL1.06 - common conjunctions (e.g., *and, or, but, because, when*);
GL1.07 - adverbs used to modify verbs, – adverbs used to modify adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, negative;
GL1.09 - words associated with family, leisure, friends, music, sports, television, geography;
GL1.10 - idiomatic expressions, – essential characteristics of the writing system, as required.

## Planning Notes

- Prepare clothing vocabulary list (see Appendix 4-E).
- Prepare a list of idiomatic expressions useful for shopping purposes.
- Obtain a videotape of a conversation between a client and a clerk in a store (program specific).
- Prepare reading passages about a customer in a marketplace buying something.
- Prepare questions on reading passages.
- Create a checklist for oral presentation (see Appendix 4-C).
- Prepare a list of idiomatic expression used in shopping (teacher-created).

### Prior Knowledge Required

- Cardinal and ordinal numbers, pricing, and currency
- Interrogative pronouns
- Simple mathematical operations (e.g., percentages, addition, multiplication)
- Grammatical structures from previous units
- Interrogative words and phrases

### Teaching/Learning Strategies

1. Students brainstorm vocabulary for shopping in a market place.
2. The teacher teaches the imperative (command forms) of regular and common irregular verbs.
3. The teacher reinforces the imperative with activity sheets and oral activities (e.g., Simon Says).
4. Class discusses shopping and "haggling" (bargaining).
5. The teacher provides a vocabulary list of clothing (see Appendix 4-E).
6. The teacher shows a videotape of a conversation between a client and a clerk in a store (program specific) and provides a reading passage about a customer in a market place buying something (teacher to find). The teacher prepares questions based on the reading which students answer.
7. The teacher allows a Spanish-speaking student to record the story on cassette tape in order that class will be able to listen to an authentic speaker reading a story.
8. Students brainstorm ideas (e.g., items they may wish to sell/purchase) for their *mercados*.
9. Students do teacher-prepared worksheets on grammatical structures/verbs.
10. The teacher includes an example list of items with prices.
11. Students pretend they are travelling abroad and want to go shopping. They prepare a dialogue in which one student is a customer and the other a clerk.
12. The customer wishes to buy a gift of clothing, but has difficulty finding the size and colour needed.
13. Students 'purchase' souvenirs, postcards, and other items that are specific to the Spanish-speaking country chosen. They must be able to identify which items they want, the colour (if applicable), size, cost, etc. They must also realize that certain cultures love to bargain or "haggle" over the price of items.
14. Students work in groups of three or four to act out a scene that takes place at the marketplace.
15. The group is to develop a conversation based on the guidelines given for this activity.
16. Students set up a market place (ten items minimum), decide on roles (salesperson and shoppers), etc. The salesperson greets the shoppers and questions are asked regarding the various items (naming the item and include references to size, colour, and price).
17. By the end of the activity, students should have successfully bargained for at least one item and refused another.
18. The teacher evaluates oral presentation using a checklist (see Appendix 4-C).

### Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation List | Student/Teacher | Recording of New Vocabulary |
| Formative | Observation | Teacher | Brainstorming/Discussion |
| Formative | Quizzes | Student | Aural/Written |
| Formative | Completion Exercises | Student | Application of Language |
| Formative | Comprehension Questions | Student/Teacher | Written |
| Summative/Diagnostic | Checklist | Teacher | Oral Presentation/Skit |

## Accommodations

- Provide assistance with reading and writing activities. This help may be provided by a peer, classroom teacher, or Special Education staff.
- Monitor group and pair students where necessary.
- Adapt required elements and assessment techniques in agreement with IEPs.

## Resources

### Print

Giannetti, George. *The Spanish Teacher Book of Lists*. Portland: J. Weston Walch, 1989. ISBN 0-8251-1503-5

Giannetti, George. Un Calidoscopio de palabras. Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7

Leon, Vicki. *70 Spanish Activities*. Portland: J. Weston Walch, 1984. ISBN 0-8251-0248-0

Morrow, Patricia. *Buscapalabras en español*. Portland: J. Weston Walch, 1991. ISBN 0-8251-1873-5

Samaniego, F.A., M.C. Brown, P.H. Carlin, S. Gorman, and C.L. Sparks. *¡Dime!* Lexington, Massachusetts: D.C. Heath and Company, 1993. ISBN 0-669-23881-3

### Internet sites

Wanna Buy Something? – http://onlinesports.com

http://www.gear.com

What a Deal! – http://www.bargaindog.com

http://www.salescircular.com

Consumer Issues – http://www.consumerworld.org

## Appendices

Appendix 4-C – *Ir de compras*
Appendix 4-E – *La ropa*

## Activity 3: Un desfile de modas

**Time:** 320 minutes

## Description

Students present information and ideas clearly and honestly with a sensitivity to others. Students take on the personality/identity (new name, age, etc.) to become models or commentators. To make the "show" interesting, the students model "bizarre" outfits put together from old clothes which are mismatched, etc. They use and integrate the Catholic faith tradition in critical analysis of the fashion world.

## Strand(s) and Expectations

### Ontario Catholic School Graduate Expectations

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
2b - reads, understands, and uses written materials effectively;
2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
3b - creates, adapts, and evaluates new ideas in light of the common good;
3d - makes decisions in light of gospel values with an informed moral conscience;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrates flexibility and adaptability;

4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
5a - works effectively as an interdependent team member;
5e - respects the rights, responsibilities, and contributions of others;
5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**
OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**
OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture if countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);
OS1.04 - applies knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentation);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - uses visual cues (e.g., illustrations and punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine meaning of texts in print and other media (e.g., magazines, newspaper articles, CD-ROMs and the Internet);
RE1.04 - responds to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;

GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.03 - direct object pronouns (e.g., *me, him*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*), – perfect past tense;
GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives, – demonstrative adjectives;
GL1.06 - common conjunctions (e.g., *and, or, but, because, when*);
GL1.07 - adverbs used to modify verbs, – adverbs used to modify adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, negative;
GL1.09 - words associated with family, leisure, friends, music, sports, television, geography; clothing, shopping, advertisements, and sizes;
GL1.10 - idiomatic expressions, – essential characteristics of the writing system, as required.

### Planning Notes

- Obtain music player (e.g., CD player, tape recorder) ready for students to play their music.
- Prepare a vocabulary list of clothing with visual aids.
- Prepare a videotaped fashion show of previous students' fashion shows.
- Prepare a review activity of colours, clothing, and numbers.
- Prepare quiz on vocabulary words (see Appendix 4-E).
- Collect fashion magazines for use as visuals.

### Prior Knowledge Required

- Regular and irregular verbs (present tense)
- Vocabulary used in previous activity (i.e., clothing, idiomatic expressions used in shopping)
- Descriptive adjectives and possessive adjectives

### Teaching/Learning Strategies

1. The teacher brainstorms with students about the world of fashion, what it is, what is "in," what is not, why it is "in," why it isn't, etc.
2. The teacher teaches/reviews vocabulary of colours, adjectives, numbers (prices).
3. The teacher introduces/teaches vocabulary associated with clothing (see Appendix 4-E).
4. The teacher teaches students how to write a descriptive summary using adjectives (regular and irregular).
5. The teacher discusses with class what is considered appropriate attire and what is not.
6. Students prepare own visual vocabulary list of clothing using pictures from magazines.
7. The teacher teaches the writing of a descriptive paragraph (the essential characteristics).
8. Students take on a personality/identity (new name, age, etc.) to become models or commentators.
9. Students work in partners or in a group of three for this activity. Two students model and the other is the commentator.
10. To make the show interesting, the students model "bizarre" outfits put together from old clothes which are mismatched, etc. The outfit should be decided upon first.
11. Students write their own descriptive paragraphs to describe the attire they will wear (rough draft and final copy) which are used in the fashion show by the commentator. Or a summary of the description may be prepared by the commentator.
12. Perhaps students could come up with a new name, an interesting background, and any other details that may amuse the class (wigs, makeup, etc.).

13. Students alternate as models/commentators for their mini-fashion show which may also include music.
14. The teacher evaluates fashion show using a rubric (see Appendix 4-D) and evaluates final copy of descriptions.

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher | Use of Class Time |
| Formative | Discussion/ | Teacher/Student | Participation |
| Formative | Quizzes | Student | Aural/Written |
| Formative | Completion Exercises | Student | Application of Language |
| Summative | Rubric | Student | Fashion Show |
| Summative | Written Description | Teacher | Written Final Copy |

## Accommodations

- Arrange opportunities for further reinforcement of vocabulary (i.e., colours, adjectives, numbers (pricing), clothing).
- Adjust the preparation time and level of difficulty of the visual vocabulary list of clothing (see Appendix 4-E).
- Refer to the recommendations of Special Education staff concerning evaluation techniques.

## Resources

### Print

Best, Shirley. *¡Todos ganan!*. Portland: J. Weston Walch, 1985. ISBN 0-8251-0251-0

Frobose, Mark. *Relatos divertidos*. Portland: J. Weston Walch, 1988. ISBN 0-8251-1303-2

Funston, James F. *En Sus Marcas*. Saint Paul, Minnesota: EMC/ Paradigm Publishing, 2000. ISBN 0-8219-1888-5

Giannetti, George. *The Spanish Teacher Book of Lists*. Portland: J. Weston Walch, 1989. ISBN 0-8251-1503-5

Giannetti, George. *Un Calidoscopio de palabras*. Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7

Leon, Vicki. *70 Spanish Activities*. Portland: J. Weston Walch, 1984. ISBN 0-8251-0248-0

Morrow, Patricia. *Buscapalabras en español*. Portland: J. Weston Walch, 1991. ISBN 0-8251-1873-5

*¿Qué tal?* London: Mary Glasglow Magazines-Scholastic, 1999. ISBN 0033-5940

### Internet sites

Fashion and Style – http://www.firstview.com

http://www.fashionmall.com

Real Audio – http://www.realaudio.com

http://www.timecast.com

http://www.broadcast.com

## Appendices

Appendix 4-D – *Un desfile de modas*
Appendix 4-E – *La ropa*

## Activity 4: Las noticias

**Time:** 240 minutes

### Description

Students act morally as persons formed in Catholic traditions by discerning, evaluating, presenting, and adapting problems in our contemporary society. They work in teams to produce a newscast of daily events involving their local community or school community. They learn to respect, understand, and make informed decisions in light of gospel values based on the news they present to the class.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
1e - speaks the language of life…"recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it;"
2a - listens actively and critically to understand and learn in light of gospel values;
2b - reads, understands, and uses written materials effectively;
3b - creates, adapts, evaluates situations and solves problems;
3d - makes decisions in light of gospel values with an informed moral conscience;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
4e - sets appropriate goals and priorities in school, work, and personal life;
4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
5a - works effectively as an interdependent team member;
5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
5h - applies skills for employability, self-employment and entrepreneurship relative to Christian vocation;
7a - acts morally and legally as a person formed in Catholic traditions;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture if countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);

OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);
OS1.04 - applies knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentation);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - uses visual cues (e.g., illustrations and punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine meaning of texts in print and other media (e.g., magazines, newspaper articles, CD-ROMs and the Internet);
RE1.04 - responds to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular noun;
GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.03 - direct object pronouns (e.g., *me, him*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*), – perfect past tense;
GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives, – demonstrative adjectives;
GL1.06 - common conjunctions (e.g., *and, or, but, because, when*);
GL1.07 - adverbs used to modify verbs, – adverbs used to modify adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, negative;
GL1.09 - words associated with family, leisure, friends, music, sports, television, geography; clothing, shopping, advertisements, and sizes;
GL1.10 - idiomatic expressions, – essential characteristics of the writing system, as required.

### Planning Notes

- Ensure availability of video equipment for students.
- Find newspaper clippings on various topics (articles, personal ads, etc.).
- Suggest that students view a newscast in Spanish and English if possible.
- Tape a cassette of a Spanish and English radio news broadcast.
- Discuss types of music used in background of newscasts.
- Prepare rubrics for oral presentation and written assignment (see Appendix 4-F).
- Provide a written list of expectations for student-created newscast.
- Prepare a written newscast (one item of news) as an example.

## Prior Knowledge Required

- Use of the past perfect tense
- Use of negation or disagreement

## Teaching/Learning Strategies

1. The teacher reviews the simple past tense and teaches the past tense of certain irregular verbs.
2. The teacher discusses a newscast that students have seen in English and in Spanish (preferably the same day newscast).
3. The teacher introduces and explains the activity expectations and assessment criteria for the activity.
4. Students discuss/brainstorm the various elements of a newscast and news stories (opening, lead story, music in background, etc.).
5. The teacher presents necessary vocabulary (see Appendix 4-G).
6. Students are given a news story (written format – teacher-prepared) and questions to answer based on the newscast.
7. The teacher reviews the essential characteristics of the writing system and students write a news story (rough draft).
8. The teacher tracks student progress through the various steps in the writing process.
9. Students conference, edit, and revise their drafts as needed.
10. Students present their final product to the class in the form of a newscast.
11. In groups, students brainstorm their newscast format.
12. Students effectively communicate and contribute as a team as they organize and produce a newscast in Spanish.
13. Students write, and then orally deliver the newscast in Spanish. The newscast could include everyday events or activities at the school (e.g., What's happening at school? Who won the game last night? Will it rain, snow, sleet, etc., tomorrow? What's for lunch Friday?).
14. Students prepare a video newscast in Spanish that will be played for the class.
15. The teacher distributes/discusses criteria for newscast (see Appendix 4-I).
16. Students work in teams of three or four to produce a 15-minute newscast dealing with either events involving their school or the community.
17. Each member of the group prepares (in written form) a piece of news to present orally during the newscast.
18. The written copy of individual news stories is collected, evaluated, and included in portfolio.
19. The teacher evaluates the oral presentation (on videotape) (see Appendix 4-F).

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative/Diagnostic | Checklist | Teacher | Use of Class Time |
| Formative | Observation | Teacher | Writing Process |
| Formative | Quizzes | Student | Aural/Written |
| Formative | Completion Exercises | Student | Listening |
| Formative | Question/Answer | Student/Teacher | Newscast Questions |
| Summative | Rubric | Student | Newscast |
| Summative | Portfolio | Teacher | Written Piece |

## Accommodations

- Modify time required and/or length of newscast to accommodate students with special needs.
- Adjust the required elements for identified students.
- Arrange for assistance with written, oral, and videotaped activities.
- Offer alternative formats for the classroom presentation, e.g., audiocassette recording, pairing of students.
- Adapt evaluation to agree with IEPs of identified students.

## Resources

### Print

Frobose, Mark. *Relatos divertidos*. Portland: J. Weston Walch, 1988. ISBN 0-8251-1303-2

Funston, James F. *En Sus Marcas*. Saint Paul, Minnesota: EMC/ Paradigm Publishing, 2000. ISBN 0-8219-1888-5

Giannetti, George. *The Spanish Teacher Book of Lists*. Portland: J. Weston Walch, 1989. ISBN 0-8251-1503-5

Giannetti, George. *Un Calidoscopio de palabras*. Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7

Leon, Vicki. *70 Spanish Activities*. Portland: J. Weston Walch, 1984. ISBN 0-8251-0248-0

Morrow, Patricia. *Buscapalabras en español*. Portland: J. Weston Walch, 1991. ISBN 0-8251-1873-5

*¿Qué tal?* London: Mary Glasglow Magazines-Scholastic, 1999. ISBN 0033-5940

### Internet sites

Worldwide Newspapers – http://www.all-links.com/newscentral

Magazines Galore – http://www.enews.com

## Appendices

Appendix 4-F – *Las noticias*-Rubric for Oral Presentation
Appendix 4-G – *Las noticias-vocabulario*
Appendix 4-I – *Criterio para Las Noticias*

## Activity 5: Una cita

**Time:** 200 minutes

## Description

Students evaluate, create, and solve problems. Students write about a dull/boring get-together with friends. They will be creative and think of all the possible things that could go wrong at a get-together. They describe the get-together from beginning to end. They learn to recognize that there is more grace in our world than sin and that hope is essential in facing challenges.

## Strand(s) and Expectations

### Ontario Catholic School Graduate Expectations

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
2b - reads, understands, and uses written materials effectively;
3a - recognizes there is more grace in our world than sin and that hope is essential if facing all challenges;
3b - creates, adapts, evaluates situations and solves problems;
3d - makes decisions in light of gospel values with an informed moral conscience;

4b - demonstrates flexibility and adaptability;
4d - responds to, manages and constructively influences change in a discerning manner;
4e - sets appropriate goals and priorities in school, work, and personal life;
4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities;
5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
6b - recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
7a - acts morally and legally as a person formed in Catholic traditions;
7b - accepts accountability for one's own actions.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**
OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**
OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture if countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);
OS1.04 - applies knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentation);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - uses visual cues (e.g., illustrations and punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine meaning of texts in print and other media (e.g., magazines, newspaper articles, CD-ROMs and the Internet);
RE1.04 - responds to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);

WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01 - uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.03 - direct object pronouns (e.g., *me, him*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*), – perfect past tense;
GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives, – demonstrative adjectives;
GL1.06 - common conjunctions (e.g., *and, or, but, because, when*);
GL1.07 - adverbs used to modify verbs, – adverbs used to modify adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, negative;
GL1.09 - words associated with family, leisure, friends, music, sports, television, geography; clothing, shopping, advertisements, and sizes;
GL1.10 - idiomatic expressions, – essential characteristics of the writing system, as required.

## Planning Notes

- Prepare written expectations and evaluation (see Appendix 4-H).
- Prepare sample format of a descriptive written composition and its elements.

## Prior Knowledge Required

- The past tense or regular verbs
- Knowledge of sentence structure, grammatical and formal paragraph
- Negation

## Teaching/Learning Strategies

1. The teacher reviews/teaches descriptive adjectives and clothing.
2. The teacher teaches various means of transportation.
3. The teacher reviews elements of a paragraph and the past tense and shows examples of a well written paragraph and a poorly written paragraph.
4. The teacher conferences with/and supports students throughout the process.
5. Students engage in the writing process using a story map (see Appendix 4-H) and write three to five paragraphs.
6. The teacher conferences with students regarding their drafts.
7. Students write about a dull/boring get-together with friends. (They create/invent the get-together.)
8. Students brainstorm ideas for a "boring" get-together.
9. The teacher discusses what are appropriate and/or acceptable story lines for their story.
10. Students are creative and think of all the possible things that could go wrong at a get-together. They describe the get together from beginning to end.
11. The descriptions include the other persons' personality, clothing, means of transportation, etc.
12. All descriptions will be appropriate and in good taste.
13. Students incorporate negative expressions and the proper use of the past tense and submit their final drafts for evaluation.
14. This is a writing activity, but may also be used as an oral presentation.
15. Students tape record their stories for the class to hear.
16. The teacher evaluates their oral expression used on the recording of their story.

17. Students may wish to videotape their stories as skits.
18. The teacher evaluates final written copy.
19. The teacher evaluates unit by means of a unit test.

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Student | Brainstorming |
| Formative | Conferencing | Teacher/Student | Drafts |
| Formative | Quizzes | Student/Teacher | Aural/Written |
| Summative | Final Copy | Student | Written Story |
| Summative | Oral Presentation | Student | Videotape of Story |
| Summative | Written Test | Student | |

## Accommodations

- Provide assistance with written and tape recorded activities.
- Adjust the required elements and the length of preparation time for identified students.
- Adapt evaluation techniques according to IEPs.

## Resources

### Print

Frobose, Mark. *Relatos divertidos*. Portland: J. Weston Walch, 1988. ISBN 0-8251-1303-2

Funston, James F. *En Sus Marcas*. Saint Paul Minnesota: EMC/Paradigm Publishing, 2000. ISBN 0-8219-1888-5

Giannetti, George. *The Spanish Teacher Book of Lists*. Portland: J. Weston Walch, 1989. ISBN 0-8251-1503-5

Giannetti, George. *Un Calidoscopio de palabras*. Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7

## Appendices

Appendix 4-H – Story Map – *Una cita especial con los amigos*

## Appendix 4-A

### *La comida internacional*

**Rubric for dialogue**

| | **Level 1 (50-59%)** | **Level 2 (60-69%)** | **Level 3 (70-79%)** | **Level 4 (80-100%)** |
|---|---|---|---|---|
| **Knowledge/ Understanding**<br>- knowledge of required elements: vocabulary, interrogatives, numbers<br>- amount and accuracy of information | - limited use of recently taught language knowledge with frequent errors | - moderate use of recently taught language knowledge with some errors | - uses recently taught language knowledge with some facility and accuracy | - uses recently taught language knowledge with facility and accuracy |
| **Oral Communication** (Speaking)<br>- clarity<br>- accuracy | - speaks with hesitation and frequent pronunciation errors | - speaks somewhat fluently with some pronunciation errors | - speaks quite fluently and pronounces quite accurately | - speaks fluently and pronounces accurately |
| **Aural Communication** (Listening)<br>- comprehension | - demonstrates limited aural understanding | - demonstrates some aural understanding | - demonstrates considerable aural understanding | - demonstrates very good aural understanding |
| **Application**<br>- presentation, delivery, visuals | - forms sentences and questions with limited accuracy<br>- has difficulty responding to spoken cues | - forms sentences and questions with some accuracy<br>- has occasional difficulty responding to spoken cues | - forms sentences and questions with considerable accuracy<br>- responds to spoken cues quite accurately and appropriately | - forms sentences and questions with consistent accuracy<br>- responds to spoken cues accurately and appropriately |
| **Thinking/ Inquiry**<br>- planning process (selecting strategies and resources) | - expresses very few interesting and relevant details | - expresses a few interesting and relevant details | - expresses interesting and relevant details | - expresses many interesting and relevant details |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

OBSERVATIONS:

## Appendix 4-B

### *La comida internacional*

**Los estudiantes pueden incluir las siguientes preguntas para encontrar un restaurante.**

1. ¿Dónde se encuentra un restaurante chino/italiano/griego/francés,etc.?
2. ¿Cuál es el número de teléfono?
3. ¿Sabe Ud. el número de teléfono?
4. ¿Cuál es el nombre del restaurante?
5. ¿Qué plato típico hay en ese restaurante?/¿Qué clase de comida sirven?
6. ¿Está cerca/lejos de aquí?
7. ¿Cómo llego al restaurante?
8. ¿A qué hora abre/cierra el restaurante?
9. ¿Puedo ver el menú?
10. ¡Tráigame la cuenta por favor!

## Appendix 4-C

### *Ir de compras*

Los estudiantes se encuentran en el extranjero. Ellos desean salir de compras, están interesados en comprar recuerdos, tarjetas postales y artículos tradicionales del país. Tienen que preparar un diálogo que represente la compra y venta de diferentes artículos en un mercado. Tienen que escoger diez (10) artículos como mínimo para su mercado. Tienen que decidir los diferentes papeles en grupo (ejemplo, vendedor(a), cajero(a), comprador(a)).

| | |
|---|---|
| 1. Preparación del kiosco | 1 2 3 4 5 |
| 2. Artículos elegidos (10) | 1 2 3 4 5 |
| 3. Distribución de papeles | 1 2 3 4 5 |
| 4. Identificación de artículos (color, precio, tamaño) | 1 2 3 4 5 |
| 5. Preparación del diálogo | 1 2 3 4 5 |
| 6. Estructuras gramaticales | 1 2 3 4 5 |
| 7. Entonación/pronunciación | 1 2 3 4 5 |
| 8. Vocabulario | 1 2 3 4 5 |
| 9. Cooperación | 1 2 3 4 5 |
| 10. Apariencia general | 1 2 3 4 5 |
| **Total** | **/50** |

## Appendix 4-D

### *Un desfile de modas*

¡Nuevos Estilos! ¡Los últimos modelos! La ropa de moda que a sus amigos les van envidiar. ¿Estamos hablando de los desfiles de moda de Paris? ¿Nueva York? ¿Madrid?

¡Ciertamente No! ¡Es nuestra clase de español!

Con el próposito de utilizar los conocimientos que se han aprendido en clase de español, usted y sus compañeros de clase van a participar en un fantástico desfile de moda. ¿Quién sabe? ¡A lo mejor, hay un diseñador de ropa en usted!

**Los elementos necesarios para lograr:**
- la preparación de la actividad
- la ropa, la escenografía, y la música
- la improvisación
- el contenido de los elementos necesarios
- uso del español
- la presentación en general
- la creatividad

## Appendix 4-D (Continued)

### Rubric for *El desfile de modas*

| Categories | Level 1<br>(50-59%) | Level 2<br>(60-69%) | Level 3<br>(70-79%) | Level 4<br>(80-100%) |
|---|---|---|---|---|
| **Knowledge/ Understanding**<br>- knowledge and understanding of the vocabulary (fashion/clothing) | - demonstrates limited knowledge of the vocabulary (fashion/clothing) | - demonstrates some knowledge of the vocabulary (fashion/clothing) | - demonstrates considerable knowledge of the vocabulary (fashion/clothing) | - demonstrates thorough knowledge of the vocabulary (fashion/clothing) |
| **Thinking/Inquiry**<br>- ability to ask describe the outfit to the audience effectively<br>- ability to present their new identity effectively | - limited ability to describe the outfit to the audience effectively<br>- limited ability to present their new identity effectively | - some ability to describe the outfit to the audience effectively<br>- some ability to present their new identity effectively | - considerable ability to describe the outfit to the audience effectively<br>- considerable ability to present their new identity effectively | - strong ability to describe the outfit to the audience effectively<br>- strong ability to present their new identity effectively |
| **Communication**<br>- communication of information in commentator's description<br>- use of language (regular verbs, adjectives, and adverbs) | - communicates information in commentator's description<br>- uses limited language (regular verbs, adjectives, and adverbs) | - communicates information in commentator's description<br>- uses some language (regular verbs, adjectives, and adverbs) | - communicates information in commentator's description<br>- uses considerable language (regular verbs, adjectives, and adverbs) | - communicates information in commentator's description<br>- uses language (regular verbs, adjectives, and adverbs) with a high level of accuracy |
| **Application**<br>- application of language skills in commentary/ descripton | - infrequently applies language skills in commentary/ description | - sometimes applies language skills in commentary/ description | - usually applies language skills in commentary/ description | - routinely applies language skills in commentary/ description |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

## Appendix 4-E

### *La ropa*

la camisa de algodón
los calcetines
el suéter
los zapatos
los pantalones
la corbata
el traje
las botas
el traje de baño
la blusa de seda
la falda
las pantimedias
la ropa interior
el vestido
el impermeable
el anillo
el abrigo de lana
el sombrero
la chaqueta
los guantes
el chaleco
los tenis
la camiseta
la sudadera
las medias
el saco
los calzoncillos
la bufanda
las sandalias
la gorra
el cinturón
la bata de baño
la hebilla
el botón
el cuello
el puño
el bordado
el ruedo
el bolsillo
la hombrera
la manga
la correa
el cierre

Lleva…

## Appendix 4-F

### *Las noticias* – Rubric for Oral Presentation

| Categories | Level 1 (50-59%) | Level 2 (60-69%) | Level 3 (70-79%) | Level 4 (80-100%) |
|---|---|---|---|---|
| **Knowledge/ Understanding** | - limited use of recently taught language knowledge with frequent errors | - moderate use of recently taught language knowledge with some errors | - uses recently taught language knowledge with some facility and accuracy | - demonstrates thorough knowledge of the introduction vocabulary |
| **Thinking/ Inquiry** | - expresses very few interesting relevant details in preparation of newscast | - expresses a few interesting and relevant details in preparation of newscast | - expresses interesting and relevant details in preparation of newscast | - expresses many interesting and relevant details in preparation of newscast |
| **Communication (Oral)** | - speaks with hesitation and frequent pronunciation errors in delivery of newscast | - speaks somewhat fluently, with some pronunciation errors in delivery of newscast | - speaks quite fluently and pronounces quite accurately in delivery of newscast | - speaks fluently and pronounces accurately in delivery of newscast |
| **Application** | - forms sentences and questions with limited required segments: news, sports, weather, an original feature, and a commercial<br>- has difficulty responding to spoken cues<br>- newscast does not use music or props<br>- commercial and/or feature are poor in quality and creativity | - forms sentences and questions with some required segments: news, sports, weather, an original feature, and a commercial<br>- has occasional difficulty responding to spoken cues<br>- newscast uses some music or props<br>- commercial and/or feature are adequate in quality and creativity | - forms sentences and questions with considerable required segments: news, sports, weather, an original feature, and a commercial<br>- responds to spoken cues quite accurately and appropriately<br>- newscast includes music or props<br>- commercial and/or feature are good in quality and creativity | - forms sentences and questions with consistent accuracy in required segments: news, sports, weather, an original feature, and a commercial<br>- responds to spoken cues accurately and appropriately<br>- newscast creatively incorporates music or props<br>- commercial and/or feature are excellent in quality and creativity |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

**Comentarios:**

## Appendix 4-G

### *Las noticias (vocabulario)*
### *El clima*

¿Cómo está el clima hoy?

- Hace….
  - frío
  - calor
  - viento
  - fresco
  - sol
  - buen tiempo
- Está….
  - despejado
  - nevando
  - lloviendo
  - lloviznando
  - nublado
- Llueve
- Nieva
- Hay…..
  - neblina
  - nubes
  - lluvia
  - contaminación

el agua
el aire
el cielo
las estrellas
el fuego
los grados
el hielo
la contaminación
el huracán
la luna
la marea
los relámpagos
el terremoto
la tormenta
el trueno
el tornado

## Appendix 4-H

### Story Map - *Una cita especial con los amigos*

Name/*Nombre*:
Title/*Título*:

Point of View/*Punto de vista*:

Characters/*Los personajes*:

Setting/*La escena*:

Events/*Los eventos*:

Plot summary/*El contenido*:

Theme(s)/*El tema*:

Interesting Features of the Get Together/*Algunas cosas sobresalientes de la cita*:

## APPENDIX 4-I

### *Criterio para LAS NOTICIAS*

APERTURA
- Usar música en español.
- Inventar un nombre para el programa (la creatividad es importante).
- Asegúrese de presentar todas las personalidades de su programa (ejemplo: "El clima con Luchito Tormenta").

NOTICIAS
- Use la noticia más importante como inicio del programa (investigue los grandes eventos de su escuela, música, arte, drama, deportes, etc).
- Hay grupos que recolectan fondos y necesitan un poco de publicidad (por ejemplo: el Club Español va a vender chocolate caliente el próximo sábado durante el partido de fútbol).
- Comience con algunas noticias. Puede incluir noticias cortas (breves entre los segmentos de noticias más importantes).
- Recuerde – no transforme las noticias en un programa cómico.
- Hable en español con sus compañeros.

DEPORTES
- Reportaje de los resultados de los eventos principales de la última semana.
- Anuncie eventos a realizarse en el futuro.
- Haga una pequeña entrevista de un atleta famoso y su entrenador.

EL TIEMPO
- Incorpore frases que se refieren al tiempo, la dirección de los vientos(norte, sur, oeste, este) y la temperatura.

LOS ANUNCIOS
- Este es un elemento creativo del programa de las noticias: use música y creatividad para promover productos para el consumidor.

DESPEDIDA
- Asegúrese de hacer un breve resumen de las noticias más importantes.
- Despedirse en forma correcta de la audiencia.

## Unit 5: *El mundo del trabajo*

**Time:** 26 hours
**Lead Writer:** Sandra Pagliaroli, Windsor Essex Catholic District School Board
**Unit Developers**
Biagio Aulino, York Catholic District School Board
Luis Bustos, Peterborough Victoria Northhumberland and Carington Catholic District School Board
John Pusztay, Hamilton Wentworth Catholic District School Board
Luisa Ventura, Simcoe Muskoka Catholic District School Board
**Development Date:** July 2000

### Unit Description

Students investigate the work place and consider the meaning and purpose of work. They are guided through the practical steps of finding part-time employment. They are encouraged to discover the value and rewards of volunteer work and the responsibilities involved in choosing a career in today's evolving society. Students apply skills for employability, self-employment, and entrepreneurship relative to Christian vocation.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE1d, CGE1e, CGE1g, CGE,1h, CGE1i, CGE2a, CGE2b, CGE2c, CGE3a, CGE3b, CGE3c, CGE3d, CGE3e, CGE3f, CGE4a, CGE4b, CGE4c, CGE4e, CGE4f, CGE4g, CGE4h, CGE5a, CGE5b, CGE5d, CGE5e, CGE5f, CGE5g, CGE5h, CGE7a, CGE7b, CGE7e.
**Strand(s):** Oral Communication, Reading, Writing
**Overall Expectations:** OLV.01, OSV.01, REV.01,WRV.01.
**Specific Expectations:** OL1.01, OL1.02, OL1.03, 0S1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

### Activity Titles (Time + Sequence)

| | | |
|---|---|---|
| Activity 1 | *Introducción al mundo del trabajo* | 240 minutes |
| Activity 2 | *¿Estás listo para trabajar?* | 240 minutes |
| Activity 3 | *Buscando trabajo* | 240 minutes |
| Activity 4 | *Las solicitudes de empleo* | 300 minutes |
| Activity 5 | *La entrevista* | 240 minutes |
| Activity 6 | *La exposición de las profesiones y las carreras* | 240 minutes |
| | Unit Test | 60 minutes |

### Unit Planning Notes

- Cross-reference the theme with the resources listed.
- Refer to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages* document, to establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.

- Prepare the criteria checklists for the unit activities prior to introducing the unit.
- Prepare/review the functional language (structure, theme, and vocabulary) required for the successful completion of the tasks prescribed throughout this unit.
- Prepare resources need (handouts, etc.) prior to each activity (see Appendices and Resources in each activity).

## Prior Knowledge Required

- The student must possess knowledge of vocabulary and grammatical structures from the previous four units in order to complete the oral and written tasks in this unit.

## Teaching/Learning Strategies

- The following teaching/learning strategies are used in this unit: brainstorming, problem solving, memorizing, collaborative/co-operative learning, interview, journal writing, and communication strategies. Students read age- and language-appropriate materials, write, question and, conference (teacher and peer). Note-taking, gathering and organizing information are also important features of this unit. Suggestions for the use of information technology have been included in all activities.

## Assessment/Evaluation Techniques

- Note-taking, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, and conferencing.
- Formal and informal observation, paper-pencil tests, improvisations, formal written assignment.
- Survey assignment, listening exercises (e.g., dictations), and student portfolios.

## Accommodations

- Refer to students' IEPs for recommendations concerning required elements, preparation time, alternative formats for assignments as well as assessment and evaluation techniques.
- Provide opportunities to reinforce vocabulary and grammatical structures required for this unit. This may be in the form of a resource package, vocabulary puzzles/lists, a study partner, flash cards, audiocassettes, etc.
- Alter unit to meet the linguistic ability of the students.

## Resources

### Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish*. Hong Kong: Colocraft Ltd., 1989.

Gabel Liebowitz, Dorothy. *Practical Vocabulary Builder: Blackline Masters*. Lincolnwood, Illinois: National Textbook Company, 1994.

Gianetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters*. Portland, Maine: J. Weston Walch, 1988.

*Juntos*, New Jersey: Prentice-Hall, 1997. ISBN 0-13-838905-5

Morrow, Patricia. *Buscapalabras En Español: Hidden Word Puzzles in Spanish*, Copy Masters. Portland, Maine: J. Weston Walch, 1982.

Ontario Ministry of Education and Training. *You and the Job Market: Quick reference to today's job market for career counselling and career planning*. Ontario: 1997.

Samaniego, F., M. Carol Brown, Patricia Hamilton Carlin, Sydney E. Gorman, and Carol Sparks. *¡Dime! Uno*. Lexington: D.C. Heath and Company, 1997. ISBN 0-669-43328-4

Zayas-Bazin, Eduardo and Jose B. Fernandez. *¡Arriba!* Englewood Cliffs, New Jersey, 1993.
ISBN 0-13-044306-9

*¿Qué tal?* (magazine for adolescents – Scholastic publications)

The Spanish Teacher's Book of Lists (Tralco)

Video

*A Piece of the Puzzle* (Guidance Department or contact Fairmeadow Centre, Toronto District School Board, 416-395-4920).

Community

Newspapers in Spanish.
Language specific organizations, clubs, and centres

## Activity 1: *Introducción al mundo del trabajo*

**Time:** 240 minutes

### Description

Students understand that one's purpose or comes from God and strive. This activity introduces the novice Spanish students to the world of work through a variety of approaches. Students are also asked to examine and reflect on their personal values, abilities and aspirations that influence life's choices and opportunities. Students think critically about the meaning of life through the world of work.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
2a - listens actively and critically to understand and learn in light of gospel values;
3b - creates, adapts, evaluates new ideas in light of the common good;
3c - thinks reflectively and creatively to evaluate situations and solve problems;
3d - makes decisions in light of gospel values with an informed moral conscience;
3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;
3f - examines, evaluates, and applies knowledge of interdependent systems for the development of a just and compassionate society;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrates flexibility and adaptability;
4c - takes initiative and demonstrates Christian leadership;
4e - sets appropriate goals and priorities in school, work, and personal life;
4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities;
5b -thinks critically about the meaning and purpose of work;
7a - acts morally and legally as a person formed in Catholic traditions;
7b - accepts accountability for one's own actions;
7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture if countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);
OS1.04 - applies knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentation);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - uses visual cues (e.g., illustrations and punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine meaning of texts in print and other media (e.g., magazines, newspaper articles, CD-ROMs and the Internet);
RE1.04 - responds to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01 - uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.03 - direct object pronouns (e.g., *me, him*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*), – perfect past tense;
GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives, – demonstrative adjectives;

GL1.06 - common conjunctions (e.g., *and, or, but, because, when*);
GL1.07 - adverbs used to modify verbs, – adverbs used to modify adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, negative;
GL1.09 - words associated with family, leisure, friends, music, sports, television, geography; clothing, shopping, advertisements, and sizes;
GL1.10 - idiomatic expressions, – essential characteristics of the writing system, as required.

## Planning Notes

- Prepare resources that indicate popular career choices, employment statistics on job growth, personal and academic qualifications, and on proper job search attitudes, deportment, and etiquette.
- Provide necessary vocabulary for careers (see Appendix 5-A).
- Ensure student access to computers and to resources in the Library/Resource Centre.
- Provide copy of school/board guidelines with reference to Internet use.
- Choose and preview a video related to jobs/work and/or the value of languages for employment (see Guidance Department).

## Prior Knowledge Required

- Formation and use of the present tense of regular and irregular verbs
- Knowledge of the use of adjectives and adverbs in connection with personal preferences
- The ability to express likes and dislikes
- Review vocabulary related to school subjects in Spanish

## Teaching/Learning Strategies

1. The teacher discusses and brainstorms with students what a job is.
2. The teacher presents current government and business resources on employment information and statistics through booklets, overhead notes, and student Internet access.
3. The teacher introduces students to relevant and essential vocabulary regarding careers (see Appendix 5-A).
4. Students interview each other in small groups with regards to their personal preference for an ideal profession.
5. The teacher reviews the expression *Me gustaría…* and prepares a written reinforcement activity.
6. Students work with a partner to express their career selections.
7. Students write their individual group career selections on chart paper so that they may make a mini-oral group presentation on group career choices to the class.
8. The teacher teaches the expression *tener que.*
9. Students work with a partner in order to state pre-requisites for their personal career choice.
10. Students are given the opportunity to write a paragraph stating their chosen profession or occupation and the academic and professional qualifications required to assume their chosen field of work.
11. Up-to-date information about current employment trends is shared with the class as well as important suggestions for proper etiquette and work habits on the part of the prospective employer.
12. Students are taught vocabulary, relevant to the job search process, that would improve their ability to complete written assignments and oral presentations and to become more familiar with the world of work (see Appendix 5-A).
13. The teacher models requirements (e.g., chosen career, why, what is required, etc.).
14. Students peer edit their paragraphs.
15. Students present their paragraphs orally to the class accompanied by a picture to illustrate how people of this profession dress (uniform, suit, casual, etc.).
16. The teacher evaluates their paragraphs by using a rating scale (see Appendix 5-B).
17. The teacher evaluates the oral presentation of the students' paragraphs.

### Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Informal Observation | Student | Brainstorm |
| Formative/Diagnostic | Checklist | Teacher | Written Paragraph |
| Formative | Quizzes | Student/Teacher | Aural/Written |
| Formative | Completion Exercises | Student | Grammatical Structures |
| Summative | Rating Scale | Teacher | Oral Presentation |
| Summative | Performance Assessment | Teacher | Written Paragraph |

### Accommodations

- Pair students so that one student's strengths help compensate for another student's challenges.
- Arrange for assistance with reading, writing, and oral activities.
- Provide an alternative format for the oral presentation.
- Evaluate according to the recommendations of the IEP.

### Resources

**Print**

Gabel Liebowitz, Dorothy. *Practical Vocabulary Builder: Blackline Masters*. Lincolnwood, Illinois: National Textbook Company, 1994.

Ontario Ministry of Education and Training. *You and the Job Market: Quick reference to today's job market for career counselling and career planning*. Ontario: 1997.

Samaniego, F., M. Carol Brown, Patricia Hamilton Carlin, Sydney E. Gorman, and Carol Sparks. *¡Dime! Uno*. Lexington: D.C. Heath and Company, 1997. ISBN 0-669-43328-4

**Video**

*A Piece of the Puzzle* (Guidance Department or contact Fairmeadow Centre, Toronto District School Board, 416-395-4920).

### Appendices

Appendix 5-A – *Vocabulario del mundo del trabajo*
Appendix 5-B – Rating Scale for Oral Presentation on Chosen Profession Paragraph

## Activity 2: *¿Estás listo para trabajar?*

**Time:** 240 minutes

### Description

This activity assists students to understand the importance of finding meaning, dignity, fulfillment through work that contributes to the common good. Students are given the opportunity to reflect upon personal preferences, work and study habits as well as personal choices of lifestyle and future career goals.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
2b - reads, understands, and uses written materials effectively;
3b - creates, adapts, and evaluates new ideas in light of the common good;

3c - thinks reflectively and creatively to evaluate situations and solve problems;
3d - makes decisions in light of gospel values with an informed moral conscience;
4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities;
5b - thinks critically about the meaning and purpose of work;
7a - acts morally and legally as a person formed in Catholic traditions;
7b - accepts accountability for one's own actions.

**Strand(s):** Oral Communication, Reading, and Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture if countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);
OS1.04 - applies knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentation);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - uses visual cues (e.g., illustrations and punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine meaning of texts in print and other media (e.g., magazines, newspaper articles, CD-ROMs and the Internet);
RE1.04 - responds to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);

GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.03 - direct object pronouns (e.g., *me, him*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*), – perfect past tense (simple past in some international languages);
GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives, – demonstrative adjectives;
GL1.06 - common conjunctions (e.g., *and, or, but, because, when*);
GL1.07 - adverbs used to modify verbs, – adverbs used to modify adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, negative;
GL1.09 - words associated with family, leisure, friends, music, sports, television, geography; clothing, shopping, advertisements, and sizes;
GL1.10 - idiomatic expressions, – essential characteristics of the writing system, as required.

## Planning Notes

- Prepare a questionnaire that asks students about their individual knowledge, abilities, skills, talents, pastimes, preferences, and future personal and career goals.
- Use a standardized questionnaire, or develop an original one of his/her own .
- Prepare a list of relevant vocabulary for the completion of the activity (e.g., world of work vocabulary).
- Invite a guidance counsellor to discuss career opportunities related to Spanish, highlighting the language as an asset.

## Prior Knowledge Required

- Personal knowledge, skills, abilities, talents, pastimes, preferences, and future personal and career goals
- Knowledge of interrogatives
- Knowledge of nouns and verbs associated with the world of work
- Research skills on the Internet
- Knowledge of *Me gustaría…* and *tener que…*

## Teaching/Learning Strategies

1. The teacher reviews vocabulary/verbs related to careers (see Appendix 5-A).
2. The teacher introduces the conjugation and the differences between the verbs *saber* and *conocer* in the present tense.
3. The teacher prepares a series of questions related to the verbs *saber* and *conocer* on flashcards so that students can manipulate the concepts in a communicative context.
4. The teacher distributes the self-assessment questionnaire on personal career choices to each student and guides the class in its completion (see Appendix 5-C).
5. Students reflect upon personal preferences and work and study habits as well as personal choices in lifestyle and future career goals.
6. Once the assessment test is completed, students discuss their responses.
7. The teacher categorizes student responses based on a particular letter (e.g., all the "a's," "b's," etc.) on chart paper or on the board.

8. Students brainstorm careers or trades that best suit the responses for each category (e.g., "a's" – "What type of career is best suited for a person who enjoys action movies, football, organizing parties, embarking on new adventures?"). Responses vary depending upon personal opinions and perspectives.
9. The teacher teaches the construction "verb + infinitive."
10. The teacher prepares a list of possible career-related situations from which students may choose in order to create a group dialogue (career-related) in which the construction "verb + infinitive" is highlighted.
11. Students use the construction as a way of expressing personal preferences vis-à-vis lifestyle and career choices for the future.
12. Students present their dialogue orally to the class.
13. Students are tested (written) on verbs + infinitive.
14. The oral presentation is a real career-related dialogue or the students may create a new career where they discuss their choice and why. Humour may be added as a bonus to the dialogue (e.g., a weird new career that is a combination of two). (See Appendix 5-C.)
15. The teacher evaluates the dialogues using an oral presentation rubric (teacher-created). (See Appendix 5-B.)

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Completion Exercise | Student | Written |
| Formative | Self-Assessment | Student | Questionnaire |
| Formative | Observation | Teacher | Brainstorming |
| Formative | Draft | Student | Written |
| Summative | Quizzes | Student | Written |
| Summative | Dialogue | Teacher | Oral Presentation |

## Accommodations

- Arrange for a "study buddy" to help prepare for written quiz.
- Allow an alternative format for the oral presentation.
- Adjust required elements of this activity in agreement with IEP recommendations.

## Resources

### Print

Gianetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters*. Portland, Maine: J. Weston Walch, 1988.

Ontario Ministry of Education and Training. *You and the Job Market: Quick reference to today's job market for career counselling and career planning*. Ontario: 1997.

### Internet

Jobs/Careers/Trades
http://www.monster.com
http://www.careermosaic.com
http://www.jobdirect.com
http://careers.yahoo.com
http://www.jobsleuth.com
http://www.employmentspot.com

## Appendices

Appendix 5-A – *Vocabulario del mundo del trabajo*
Appendix 5-B – Rating Scale for Oral Presentation on Chosen Profesion Paragraph
Appendix 5-C – *Un cuestionario sobre la profesión que le conviene al estudiante*

## Activity 3: Buscando el trabajo

**Time:** 240 minutes

### Description

Students explore employability, self-employment, and entrepreneurship relative to all vocations. Students are able to think critically about the meaning and purpose of work by exploring and analysing the various job descriptions through want ads, job postings, pantomime, and video media. Students also find meaning, dignity, fulfillment, and vocation in work that contributes to the common good and integrate their Catholic faith with life in the world of work.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

2b - reads, understands, and uses written materials effectively;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
3b - creates, adapts, evaluates new ideas in light of the common good;
3c - thinks reflectively and creatively to evaluate situations and solve problems;
3d - makes decisions in light of gospel values with an informed moral conscience;
3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;
3f - examines, evaluates and applies knowledge of interdependent systems for the development of a just and compassionate society;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrates flexibility and adaptability;
4c - takes initiative and demonstrates Christian leadership;
4e - sets appropriate goals and priorities in school, work, and personal life;
4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities;
4h - participates in leisure and fitness activities for a balanced and healthy lifestyle.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture if countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);
OS1.04 - applies knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentation);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - uses visual cues (e.g., illustrations and punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine meaning of texts in print and other media (e.g., magazines, newspaper articles, CD-ROMs and the Internet);
RE1.04 - responds to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of noun, – uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.03 - direct object pronouns (e.g., *me, him*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*), – perfect past tense (simple past tense in some international languages);
GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives, – demonstrative adjectives;
GL1.06 - common conjunctions (e.g., *and, or, but, because, when*);
GL1.07 - adverbs used to modify verbs, – adverbs used to modify adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, negative;
GL1.09 - words associated with family, leisure, friends, music, sports, television, geography; clothing, shopping, advertisements, and sizes;
GL1.10 - idiomatic expressions, – essential characteristics of the writing system, as required.

### Planning Notes

- Research want ads and other career-related ads in Spanish newspapers and magazines.
- Prepare a checklist of print and video resources which highlight the steps involved in the job search process.
- Prepare a job search information form (see Appendix 5-D).

### Prior Knowledge Required

- Career-centered vocabulary (from Activities 1 and 2)
- Appropriate language structures for student comprehension and written use (e.g., *me gustaría*, *tengo que*, etc.)
- Use of career-centred vocabulary to form meaningful and complete sentences (word order)

### Teaching/Learning Strategies

1. The teacher brings in "want ads" and "job posting" announcements in Spanish from a variety of sources.
2. Students work in groups of four for this activity.
3. The teacher distributes a series of want ads and job posting bulletins to each group as well as a prepared Job Search Information Form for each want ad and job posting bulletin distributed (see Appendix 5-D).
4. Students read each want ad/job posting and record on the Job Search Information Form the information about a specified job: educational qualifications, information about major tasks associated with the job, demands of the job, days and hours of employment, possibilities for promotion, and related job opportunities within the company or organization.
5. Students review essential career-related vocabulary and the job description in each want ad so that they may prepare themselves for a friendly game of "charades."
6. Students use the Internet to explore more information about specific job descriptions for a friendly game of "charades."
7. The teacher models the first job in the game of charades by acting out the various tasks involved in a particular field.
8. Students record the actions on paper in Spanish while guessing the occupation being presented in pantomime.
9. Once the occupation is announced, students each have a turn to present their chosen occupation to the class. The other students guess and record in Spanish the presenter's chosen occupation.
10. At the end of the game, individual students use dictionaries and other resources to compile a list of occupations that fall under various categories: place of work, working environment, attire, role, and responsibilities, etc.
11. The teacher shows the class the video entitled *A Piece of the Puzzle* which highlights important aspects of the job search process (see Guidance Department or check Resources).
12. The teacher reviews the video and prepares a review worksheet that highlights the important points of the video for reinforcement.
13. The teacher discusses the importance of "formal" training at the post-secondary level.
14. The teacher distributes college, university, apprenticeship, and private college program calendars so students may research educational requirements in order to assume the career which they had earlier chosen for the first mini-activity.
15. Students record on a teacher-created Educational Requirements Form the name of the same career.

16. The final assignment within Activity 3 requires students to use the Internet to research job availability in Spanish-speaking countries. They research authentic want ads and other job postings with the goal of recording as much information as possible on job description, main tasks and responsibilities, wages and benefits, educational requirements related to career opportunities, linguistic requirements, and other information relevant to the job search.
17. Students prepare a formal oral report in which they write/record information, pictures, graphs, and other important data relevant to the job availability in question.
18. The teacher evaluates oral report using checklist (see Appendix 5-E).

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Student | Brainstorming |
| Formative | Quizzes | Student/Teacher | Written |
| Formative | Informal Observation | Teacher | Charades |
| Formative | Dictation | Student | Written/Aural |
| Summative/Diagnostic | Checklist | Teacher | Oral Report |

## Accommodations

- Arrange for assistance with reading, writing, and researching activities.
- Adapt the number of required elements and allotted preparation time for the promotional publication.
- Assess according to the IEP recommendations.

## Resources

### Print

Ontario Ministry of Education and Training. *You and the Job Market: Quick reference to today's job market for career counselling and career planning.*

Spanish newspapers (want ads and job postings in the Classified section)

### Video

*A Piece of the Puzzle* (Guidance Department or contact Fairmeadow Centre, Toronto District School Board, 416-395-4920).

### Internet

Jobs/Careers/Trades

http://www.monster.com

http://www.careermosaic.com

http://www.jobdirect.com

http://careers.yahoo.com

http://www.jobsleuth.com

http://www.employmentspot.com

## Appendices.

Appendix 5-D – Job Search Information Form
Appendix 5-E – Checklist for Formal Report

## Activity 4: *Las solicitudes de empleo*

**Time:** 300 minutes

### Description

Students reflect on God's Word as communicated through the Hebrew and Christian scriptures. Students are provided with an opportunity to view, analyse, and complete various career-oriented documents. They also learn to use and integrate the Catholic faith in critical analysis of information systems to enhance the quality of life.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

2a - listens actively and critically to understand and learn in light of gospel values;
2b - reads, understands, and uses written materials effectively;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
3c - thinks reflectively and creatively to evaluate situations and solve problems;
3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;
3f - examines, evaluates, and applies knowledge of interdependent systems for the development of a just and compassionate society;
4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
4b - demonstrates flexibility and adaptability;
4c - takes initiative and demonstrates Christian leadership;
4e - sets appropriate goals and priorities in school, work, and personal life;
4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities;
5b - thinks critically about the meaning and purpose of work;
5e - respects the rights, responsibilities, and contributions of self and others;
5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 – identifies features of the culture if countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);

OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);
OS1.04 - applies knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentation);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - uses visual cues (e.g., illustrations and punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine meaning of texts in print and other media (e.g., magazines, newspaper articles, CD-ROMs and the Internet);
RE1.04 - responds to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - writes a variety of questions and answers;
WR1.04 - use resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01 - uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.03 - direct object pronouns (e.g., *me, him*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*), – perfect past tense (simple past in some international languages);
GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives, – demonstrative adjectives;
GL1.06 - common conjunctions (e.g., *and, or, but, because, when*);
GL1.07 - adverbs used to modify verbs, – adverbs used to modify adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, negative;
GL1.09 - words associated with family, leisure, friends, music, sports, television, geography; clothing, shopping, advertisements, and sizes;
GL1.10 - idiomatic expressions, – essential characteristics of the writing system, as required.

## Planning Notes

- Prepare current examples of Job Application Forms, Resumes, Cover Letters, Letters of Application, and Interview Follow-Up Letters in Spanish.
- Make arrangements for access to word processing labs for this activity.
- Prepare an activity which introduces letter writing and form completion vocabulary to the student.
- The teacher prepares written criteria and expectations for written activities.

## Prior Knowledge Required

- Adequate knowledge of vocabulary and grammatical structures relevant to the job-search process
- Knowledge of the personal and professional requirements necessary to enter the world of work
- Knowledge of educational and skills-training requirements from previous activities

## Teaching/Learning Strategies

1. The teacher introduces the necessary vocabulary for the completion of job application forms and cover letters, letters of application, and interview follow-up letters (teacher-created).
2. The teacher highlights the importance of proper format and presentation of completion of curriculum vitae, letter of application, cover letter, and interview follow-up letter.
3. The teacher shows on the overhead a completed application form and review the importance of the following:
    - proper vocabulary and grammatical structures;
    - neatness, presentation, and organization of information on the form;
    - accurate and up-to-date information;
    - personal and professional experiences which have enriched the person;
    - personal references.
4. The students will complete their own "mock" application form.
5. The teacher shows on the overhead a completed curriculum vitae in Spanish with the intention of introducing the relevant vocabulary, sections, and information necessary for its proper completion.
6. The teacher then distributes a model template of a curriculum vitae in Spanish that the students complete.
7. The teacher shows a completed letter of application, cover letter, and interview follow-up letter on the overhead.
8. The teacher distributes a sample copy of a standard application form which the students complete.
9. The teacher distributes sample templates of the cover letter, letter of application, and interview follow-up letter which the students complete.
10. Students prepare their final copies which will be included in their "Personal Employment Portfolio." The portfolio includes a copy of a properly completed application form, resume, letter of application, cover letter, and interview follow-up letter.
11. Students present their cover letter orally to the class (2-3 minutes in length) or they may choose to record the cover letter on a cassette.
12. The teacher evaluates the oral presentation of the cover letter using a rubric (see Appendix 5-F).
13. The teacher evaluates and places Personal Employment Portfolio in students' writing portfolio.

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation (Informal and Formal) | Teacher | Student Preparation/Planning |
| Formative/Diagnostic | Checklist | Teacher | Question/Answer (teacher-prepared) |
| Summative | Performance Assessment | Teacher/Student | Written Portfolio |
| Summative | Rubric | Teacher/Student | Oral Presentation |

## Accommodations

- Provide extra assistance with the completion of all written activities.
- Adapt the number of required elements and the allotted preparation time for the application form, resume, letter of application, cover letter, and interview follow-up letter as recommended by IEPs of identified students.
- Evaluate using recommendations of IEPs.

## Resources

**Print**

Morrow, Patricia. *Buscapalabras En Español: Hidden Word Puzzles in Spanish*, Copy Masters. Portland, Maine: J. Weston Walch, 1982.

Ontario Ministry of Education and Training. *You and the Job Market: Quick reference to today's job market for career counselling and career planning*. Ontario: 1997.

Samaniego, F., M. Carol Brown, Patricia Hamilton Carlin, Sydney E. Gorman, and Carol Sparks. *¡Dime! Uno*. Lexington: D.C. Heath and Company, 1997. ISBN 0-669-43328-4

Zayas-Bazin, Eduardo and Jose B. Fernandez. *¡Arriba!* Englewood Cliffs, New Jersey, 1993.
ISBN 0-13-044306-9

*¿Qué tal?* (magazine for adolescents – Scholastic publications)

**Internet**

Jobs/Careers/Trades

http://www.monster.com

http://www.careermosaic.com

http://www.jobdirect.com

http://careers.yahoo.com

http://www.jobsleuth.com

http://www.employmentspot.com

**Video**

*A Piece of the Puzzle* (Guidance Department or contact Fairmeadow Centre, Toronto District School Board, 416-395-4920).

## Appendices

Appendix 5-F – Rubric for *Las cartas de solicitud de empleo*

## Activity 5: *La entrevista*

**Time:** 240 minutes

### Description

Students listen actively and critically. They examine the "interview" process with a specific focus on the role, mannerisms, and the responsibilities of both the interviewer and the interviewee. Students demonstrate flexibility and adaptability in the interview process. Students are given the opportunity to take initiative and demonstrate Christian leadership by participating in mock job interviews.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations**

1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
2a - listens actively and critically to understand and learn in light of gospel values;
2b - reads, understands, and uses written materials effectively;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
3b - creates, adapts, evaluates new ideas in light of the common good;
3c - thinks reflectively and creatively to evaluate situations and solve problems;
3f - examines, evaluates, and applies knowledge of interdependent systems for the development of a just and compassionate society;
4b - demonstrates flexibility and adaptability;
4c - takes initiative and demonstrates Christian leadership;
4e - sets appropriate goals and priorities in school, work, and personal life;
4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities;
5b - thinks critically about the meaning and purpose of work;
5e - respects the rights, responsibilities, and contributions of self and others;
5f - exercises Christian leadership in the achievement of individual and group goals;
5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
7a - acts morally and legally as a person formed in Catholic tradition;
7b - accepts accountability for one's own actions;
7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;
OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;
REV.01 - reads age- and language-appropriate passages from various sources for different purposes;
WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;
OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);
OL1.03 - identifies features of the culture if countries where the language is spoken (e.g., holidays and cultural events);
OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);
OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);
OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);
OS1.04 - applies knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentation);
RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories articles);
RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;
RE1.03 - uses visual cues (e.g., illustrations and punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine meaning of texts in print and other media (e.g., magazines, newspaper articles, CD-ROMs and the Internet);
RE1.04 - responds to what they read in a variety of ways (e.g., retell stories);
RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);
WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);
WR1.02 - writes a variety of questions and answers;
WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);
WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);
GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;
GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);
GL1.03 - direct object pronouns (e.g., *me, him*);
GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*), – perfect past tense (simple past tense in some international languages);
GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), – regular and irregular adjectives, including frequently used irregular adjectives, – demonstrative adjectives;
GL1.06 - common conjunctions (e.g., *and, or, but, because, when*);
GL1.07 - adverbs used to modify verbs, – adverbs used to modiy adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, negative;
GL1.09 - words associated with family, leisure, friends, music, sports, television, geography; clothing, shopping, advertisements, and sizes;
GL1.10 - idiomatic expressions.

## Planning Notes

- Obtain a video that illustrates the dynamics of the interview and the particular role each person plays in the interview process (resource – Guidance Department).
- Prepare resources, both print and media, that highlight the importance of proper dress, manners, and etiquette.

## Prior Knowledge Required

- Career-related vocabulary and grammatical structures
- Knowledge of the personal, academic, and professional qualifications and standards demanded by employers
- Knowledge of the components of the "job-search" process
- Knowledge of the documentation required in the job application process.
- Use of interrogatives

## Teaching/Learning Strategies

1. The teacher reviews the interview process in its entirety with the class.
2. Students brainstorm elements of the interview process.
3. The teacher shows a video that highlights the various aspects of the interview process. Following the video presentation, teacher and students review the video's content by producing on chart paper a list of "do's and don'ts" of the interview with a special focus on "what to bring?" "what to wear?" "how to act?" and "what to say?" during the interview.
4. The role of the interviewer is analysed in great detail both on chart paper and through a class discussion.
5. In groups, students prepare an oral presentation. Three of the students act as members of the "Interview Panel" while the remaining students chose and play one of the following roles: the exceptional candidate, the average candidate, and the poor candidate for employment.
6. Each group presents their mock interview scenario in front of the class.
7. Students carefully observe the role, personality, mannerisms, and responsiveness of each candidate for employment during the mock interview. The teacher uses a teacher-created checklist.
8. Students participate in peer-evaluations of the interviews and choose perhaps the best candidate for the job.
9. Following each interview, the teacher and students conduct a post-analysis of the mock interview during which time the students remark orally on what they had observed during the mock interview. They pay special attention to the structure of the interview, the role and questioning of the interviewers, as well as on the presentation and responsiveness of each of the candidates for employment. The activity continues until each group has made a presentation to the class.
10. Students may chose to be a fictitious person rather than themselves for the interview.
11. The teacher evaluates the interview using a rubric (see Appendix 5-G).

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation (Informal and Formal) | Teacher | Group Work |
| Formative | Peer Evaluation | Student | Interviews |
| Formative/Diagnostic | Checklist | Teacher | Observation |
| Formative | Comprehension Questions | Student/Teacher | Listening |
| Summative | Rubric | Teacher | Interview |

## Accommodations

- Adjust the number of questions asked during the interview.
- Adapt the required elements, the level of difficulty, and the evaluation of the interview as recommended by IEPs.

## Resources

### Print

*Ontario Prospects 1999 – Ontario's Guide to Career Planning*. Toronto: Ministry of Education and Training, Queen's Park Printer for Ontario, 1999.

## Appendices

Appendix 5-G – Oral Rubric for *La entrevista*

## Activity 6: *La exposición de las profesiones y carreras*

**Time:** 240 minutes

## Description

Students integrate faith with life by using the Catholic faith traditions to enhance their choices and opportunities in life. Students engage in a mini-job fair where, as a group, they encourage other students to apply for specific positions of employment.

## Strand(s) and Expectations

### Ontario Catholic School Graduate Expectations

2a - listens actively and critically to understand and learn in light of gospel values;
2b - reads, understands, and uses written materials effectively;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
3b - creates, adapts, evaluates new ideas in light of the common good;
3c - thinks reflectively and creatively to evaluate situations and solve problems;
3d - makes decisions in light of gospel values with an informed moral conscience;
3f - examines, evaluates, and applies knowledge of interdependent systems for the development of a just and compassionate society;
4b - demonstrates flexibility and adaptability;
4c - takes initiative and demonstrates Christian leadership;
4e - sets appropriate goals and priorities in school, work, and personal life;
4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
4g - examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities;
5a - works effectively as an interdependent team member;
5b - thinks critically about the meaning and purpose of work;
5e - respects the rights, responsibilities, and contributions of self and others;
5f - exercises Christian leadership in the achievement of individual and group goals;
5h - applies skills for employability, self-employment, and entrepreneurship relative to Christian vocation.

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations**

OLV.01 - demonstrates an understanding of simple spoken language, used in various situations and for different purposes, applying language knowledge appropriate to the level;

OSV.01 - communicates orally in various situations and for different purposes, using simple language appropriate to the level;

REV.01 - reads age- and language-appropriate passages from various sources for different purposes;

WRV.01 - writes for different purposes and audiences, using simple language appropriate to the level.

**Specific Expectations**

OL1.01 - responds to questions posed in conversation, statements, and commands, using simple vocabulary and language structures appropriate to the level;

OL1.02 - uses visual cues (e.g., facial expressions and gestures) and verbal cues (e.g., verb endings, time words) to interpret a variety of oral messages in presentations and dialogues (e.g., speeches, conversations, interviews on audiotape, videotape, and CD-ROMs);

OL1.03 - identifies features of the culture if countries where the language is spoken (e.g., holidays and cultural events);

OS1.01 - uses standard pronunciation, intonation, and tones in the international language (for words and in phrases and sentences);

OS1.02 - uses simple vocabulary and language structures appropriate to the level to convey and respond to messages (e.g., relate an incident);

OS1.03 - expresses opinions in conversations and other situations (e.g., express preferences, contribute opinions to a survey on a television show);

OS1.04 - applies knowledge of the culture of countries where the language is spoken in various activities (e.g., dialogues, simple presentation);

RE1.01 - reads a range of texts for comprehension, consolidation or oral skills, and expansion of vocabulary (e.g., readers, adapted short stories, articles);

RE1.02 - reads aloud with expression, to further develop standard pronunciation, intonation, and tones;

RE1.03 - uses visual cues (e.g., illustrations and punctuation) and verbal cues (e.g., word endings, sentence structure, context) to determine meaning of texts in print and other media (e.g., magazines, newspaper articles, CD-ROMs and the Internet);

RE1.04 - responds to what they read in a variety of ways (e.g., retell stories);

RE1.05 - identifies features of the culture of countries where the language under study is spoken (e.g., festivals, historical sites);

WR1.01 - writes simple sentences and paragraphs, including dialogues, on a specific theme or for a specific purpose using vocabulary and language structures appropriate to the level (e.g., describe an ideal friend);

WR1.02 - writes a variety of questions and answers;

WR1.04 - uses resources to make their writing more effective (e.g., dictionaries, input from teachers);

WR1.05 - applies knowledge of the culture of countries where the language under study is spoken in various activities, using both print and electronic resources (e.g., communicate with a pen or key pal in another country);

GL1.01- uses articles with nouns, – formation of the plural; irregular plurals, – gender of nouns, – uses the partitive with nouns (e.g., *some vegetables, any salad*), – frequently used irregular nouns;

GL1.02 - prepositional phrases (e.g., *into the room, in the room, at the dentist, to the bank*);

GL1.03 - direct object pronouns (e.g., *me, him*);

GL1.04 - present tense, regular verbs and irregular verbs, including frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions, – modal verbs (e.g., *can, must, want*), – uses negative forms (e.g., *don't, won't*), – perfect past tense (simple past tense in some international languages);

GL1.05 - possessive adjectives (e.g., *my, your, his, our, their*), regular and irregular adjectives, including frequently used irregular adjectives, – demonstrative adjectives;
GL1.06 - common conjunctions (e.g., *and, or, but, because, when*);
GL1.07 - adverbs used to modify verbs, – adverbs used to modify adjectives;
GL1.08 - word order in simple sentences, positive, interrogative, negative;
GL1.09 - words associated with family, leisure, friends, music, sports, television, geography; clothing, shopping, advertisements, and sizes;
GL1.10 - idiomatic expressions.

### Planning Notes

- Prepare a list of places where students may find a wide variety of resources of their chosen career.
- Make various resources such as televisions, VCRs, CD players, overhead projectors, cardboard back-drops, and consumable supplies available to students.
- Prepare an instructional worksheet on which all the details of the assignment, including components, structure, resources, and time limits, are outlined to the student.
- Provide a list of possible career choices from which students may choose.

### Prior Knowledge Required

- Knowledge of vocabulary and grammatical structures of previous units in order to successfully complete this task
- Adequate knowledge of the qualifications, standards, expectations, attitudes, modalities, formalities, personalities, and mannerisms required to be a successful candidate for employment

### Teaching/Learning Strategies

1. The teacher reviews the vocabulary, grammatical structures, and activities taught in the preceding activities.
2. The teacher distributes an information package that outlines the requirements of the group Mini-Job Fair Assignment.
3. The teacher highlights the career choices, resources, specifications, time-lines, and modes of presentation with the students.
4. Students are given sufficient time in order to seek valuable resources and other essential items in order to complete this major project.
5. Each group of four students are given a conference table and section of the room in order to set up an informational career site in Spanish. In this career site, student place a back-drop of information, pictures, pamphlets and other paraphenalia which are carefully, logically, and aesthetically placed on the cardboard.
6. Students also have other authentic items and information in order to enhance the presentation, originality, and creativity of the presentation.
7. Students give a 10-minute oral presentation to five students at a time.
8. The presentation includes such pertinent information as the job description, major tasks and responsibilities, wages and benefits, educational requirements, opportunities for advancement and travel, language requirements, and other special features of the particular career.
9. Students also employ a variety of media such as videos, magazine and newspaper articles, and overhead presentations in order to give the audience a visual display of the particular career in action. The student could also be dressed in the uniform (if required) of the particular career.
10. The audience has an opportunity to ask questions of their presenter and prepare an peer-evaluation form.

11. Once the presentation is over, the students will move to the next presenter in a clock-wise fashion around the room.
12. The teacher evaluates the written component and oral component using a rubric (see Appendix 5-H).

## Assessment/Evaluation Techniques

| Purpose | Tool/Method | Who | Strategy |
|---|---|---|---|
| Formative | Observation | Teacher | Work Habits/Collaboration |
| Formative | Peer Evaluation | Student | Job Fair |
| Formative | Completion Exercises | Student/Teacher | Written Review of Grammar |
| Summative | Oral and Written Rubric | Teacher | Oral Presentations/Information Pamphlets |
| Summative | Unit Test | Teacher/Student | |

## Accommodations

- Sensitively group students allowing one student's strengths to compensate for another student's challenges
- Apply assessment and evaluation techniques recommended by Special Education personnel in accordance with the IEPs of identified students.

## Resources

### Print

Ontario Ministry of Education and Training. *You and the Job Market: Quick reference to today's job market for career counselling and career planning.* Ontario: 1997.

Samaniego, F., M. Carol Brown, Patricia Hamilton Carlin, Sydney E. Gorman, and Carol Sparks. *¡Dime! Uno*. Lexington: D.C. Heath and Company, 1997. ISBN 0-669-43328-4

Zayas-Bazin, Eduardo and Jose B. Fernandez. *¡Arriba!* Englewood Cliffs, New Jersey, 1993.
ISBN 0-13-044306-9

### Internet

Jobs/Careers/Trades
http://www.monster.com
http://www.careermosaic.com
http://www.jobdirect.com
http://careers.yahoo.com
http://www.jobsleuth.com
http://www.employmentspot.com

## Appendices

Appendix 5-H – Oral and Written Rubric on *Las exposición de las profesiones y carreras*

# Appendix 5-A

## *Vocabulario del mundo del trabajo*

un oficio
una profesión
una fábrica
una oficina
un/una dentista
un doctor/ una doctora
un enfermero/ una infermera
un veterinario/una veterinaria
un trabajador social/una trabajadora social
un dibujante/una dibujante
un secretario/una secretaria
un aeromozo/una aeromoza
un(a) agente de viajes
un(a) guía
un(a) profesor(a)
un arquitecto/una arquitecta
una entrevista
una solicitud
un puesto
las referencias
un/una solicitante
un/una empleado/a
un(a) gerente
un(a) vendedor(a)
un(a) fotógrafo(a)
un(a) locutor(a)
un(a) periodista
un(a) abogado(a)
un(a) ingeniero(a)
un(a) programador(a)
un(a) scientífico(a)
un carpintero
un mecánico
un obrero de fábrica
un/una camarero(a)
un(a) peluquero(a)
un(a) electricista
un(a) basurero(a)
un(a) cocinero(a)

atender
escirbir
dibujar
ayudar
enseñar
escribir a máquina
escribir en la computadora
solicitar

## Appendix 5-B

### Rating Scale for Oral Presentation on Chosen Profession Paragraph

| Criterio | Suficiente (1) | Bien (2) | Muy Bien (3) | Excelente (4) |
|---|---|---|---|---|
| Claridad de ideas | | | | |
| Contenido | | | | |
| Gramática | | | | |
| Profundidad de ideas | | | | |
| Uso del vocabulario | | | | |
| Referencias del tema | | | | |
| Impresión general | | | | |

**Total: /28**

Observaciones:

# Appendix 5-C

## *Un cuestionario sobre la profesión que le conviene al estudiante*

Antes de escoger una profesión, la persona tiene que conocerse bien. Así va a saber si su personalidad es compatible con la profesión que piensa obtener. Por ejemplo, si a ti no te gusta viajar, no te conviene ser un/a vendedor/a viajero/a. O si no te gusta hablar en público, no te conviene ser político/a, abogado/a o profesor/a. Para saber que profesión te conviene, analiza tu personalidad.

1. ¿Qué películas te gustan?
   a) las películas de acción y aventura
   b) las películas románticas
   c) los dramas psicológicos
   d) los documentales científicos.
2. ¿Qué deporte te gusta mirar o practicar?
   a) el fútbol
   b) la equitación
   c) el tenís
   d) el juego de bolos.
3. ¿Qué pasatiempo te gusta?
   a) organizar fiestas
   b) sacar fotos
   c) cuidar animales
   d) colecionnar sellos.
4. ¿Deseas visitar otros países? ¿Por qué?
   a) para hacer cosas nuevas
   b) para visitar los museos
   c) para conocer a gente nueva y diferente
   d) para aprender otro idioma.

5 ¿Cuándo sacas fotos, qué prefieres?
   a) escenas de acción
   b) paisajes
   c) gente
   d) monumentos

6. ¿Si tu escuela va a presentar una comedia musical, qué prefieres ser?
   a) el actor o la actriz principal
   b) el/la escenógrafo/a
   c) un/a actor/actriz secundario/a
   d) el/la encargado/a de la iluminación.
7. ¿Si estás haciendo un viaje muy largo en autobús, ¿cómo pasas el tiempo?
   a) conociendo a los otros pasajeros
   b) mirando el paisaje
   c) conversando con el pasajero a tu lado
   d) leyendo una novela.
8. ¿Si estás en casa y quieres ayudar, qué haces?
   a) limpias todo el garaje
   b) decoras tu cuarto
   c) ayudas a tus hermanos menores a hacer sus tareas
   d) ayudas a tu padre a arreglar el coche.

## Appendix 5-D

### Job Search Information Form

Ustedes tienen que llenar este solicitud en la cual tienen que incluir la siguiente información.

1. ¿Qué empleo se ofrece en el anuncio?
2. ¿Cuáles son las calificaciones necesarias para ejercer esta profesión?
3. ¿Cuáles son las responsabilidades del empleo?
4. ¿Cuántas horas tienen que trabajar por semana?
5. ¿Cuál es el salario?
6. ¿Cuáles son los beneficios del trabajo?
7. ¿Qué profesiones son semejantes a este trabajo?
8. ¿Hay posibilidades de viajar en este trabajo?
9. ¿Hay posibilidades de ascender a otros niveles en la organización?
10. ¿Le interesa a Usted este tipo de trabajo?
11. ¿Adónde tiene que enviar la solicitud de empleo y su curriculum vitae?

## Appendix 5-E

### Checklist for Formal Report

| Criterio | Mark /5 |
|---|---|
| Descripción del trabajo | 1 2 3 4 5 |
| Calidad de información | 1 2 3 4 5 |
| Responsibilidades del trabajador | 1 2 3 4 5 |
| Salario y beneficios | 1 2 3 4 5 |
| Calificaciones académicas | 1 2 3 4 5 |
| Calificaciones linguísticas | 1 2 3 4 5 |
| Profesiones similares | 1 2 3 4 5 |
| Fotos/ estadísticas/ otros materiales | 1 2 3 4 5 |

**Total:** /40

Observaciones:

## Appendix 5-F

### Rubric for *Las cartas de solicitud de empleo*

| Categories | Level 1 (50-59%) | Level 2 (60-69%) | Level 3 (70-79%) | Level 4 (80-100%) |
|---|---|---|---|---|
| **Knowledge/ Understanding** | - limited use of recently taught language knowledge | - limited use of recently taught language knowledge | - uses recently taught language knowledge with some facility and accuracy | - uses recently taught language knowledge with facility and accuracy |
| **Oral Communication** (speaking) | - speaks with hesitation and pronunciation errors | - speaks somewhat fluently with some pronunciation errors | - speaks quite fluently and pronounces quite accurately | - speaks fluently and pronounces accurately |
| **Aural Communication** (listening) | - demonstrates limited aural understanding | - demonstrates some aural understanding | - demonstrates considerable oral understanding | - demonstrates very good aural understanding |
| **Application** | - forms sentences and questions with limited accuracy<br>- has difficulty responding to spoken cues | - forms sentences and questions with some accuracy<br>- has occasional difficulty responding to spoken cues | - forms sentences and questions with considerable accuracy<br>- responds to spoken cues quite accurately and appropriately | - forms sentences and questions with consistent accuracy<br>- responds to spoken cues accurately and appropriately |
| **Thinking/Inquiry** | - expresses very few interesting and relevant details | - expresses a few interesting and relevant details | - expresses interesting and relevant details | - expresses many interesting and relevant details |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assingment or activity.

Observaciones:

## Appendix 5-G

### Oral Rubric for *La entrevista*

| Categories | Level 1 (50-59%) | Level 2 (60-69%) | Level 3 (70-79%) | Level 4 80-100%) |
|---|---|---|---|---|
| **Knowledge/ Understanding** | - limited use of recently taught language knowledge | - moderate use of recently taught language knowledge with some errors | - uses recently taught language knowledge with some facility and accuracy | - uses recently taught language knowledge with facility and accuracy |
| **Oral Communication** (Speaking) | - speaks with hesitation and pronunciation errors | - speaks somewhat fluently with some pronunciation errors | - speaks quite fluently and pronounces quite accurately | - speaks fluently and pronounces accurately |
| **Aural Communication** (listening) | - demonstrates limited aural understanding | - demonstrates some aural understanding | - demonstrates considerable oral understanding | - demonstrates very good aural understanding |
| **Application** | - forms sentences and questions with limited accuracy<br>- has difficulty responding to spoken cues | - forms sentences and questions with some accuracy<br>- has occasional difficulty responding to spoken cues | - forms sentences and questions with considerable accuracy<br>- responds to spoken cues quite accurately and appropriately | - forms sentences and questions with consistent accuracy<br>- responds to spoken cues accurately and appropriately |
| **Thinking/Inquiry** | - expresses very few interesting and relevant details | - expresses a few interesting and relevant details | - expresses interesting and relevant details | - expresses many interesting and relevant details |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Observaciones:

## Appendix 5-H

### Oral and Written Rubric on *La exposición de pofesiones y carreras*

| Categories | Level 1 (50-59%) | Level 2 (60-69%) | Level 3 (70-79%) | Level 4 80-100%) |
|---|---|---|---|---|
| **Knowledge/ Understanding**<br>- knowledge of different careers, career descriptions, salaries and benefits, room for advancement, related careers, educational and linguistic requirements | - uses few of the required elements with substantial errors<br>- uses a few of the required number of facts with substantial errors | - uses some of the required elements with frequent errors<br>- uses some of the required number of facts with frequent errors | - uses many of the required elements with occasional errors<br>- incorporates the required number of facts and facts are accurate | - uses many of the required elements with few to no errors<br>- incorporates more than the required number of facts and the facts are accurate |
| **Thinking/ Inquiry**<br>- difficult responsibilities related to the job- health and safety issues- a wide variety of sources quoted | - limited evidence of planning using few resources and strategies | - some evidence of planning using some strategies and resources | - clear evidence of planning using a variety of resources and strategies | - clear evidence of planning using a wide variety of resources and strategies |
| **Communication** (oral and written)<br>- clarity of ideas in job search concepts and terminology<br>- accuracy in oral and written assignment | - communicates information with limited clarity<br>- uses few of the required elements with many errors | - communicates information with moderate clarity<br>- uses some of the required elements with frequent errors | - communicates information with considerable clarity<br>- uses many of the required elements with occasional errors | - communicates information with a high degree of clarity<br>- uses many of the required elements with few to no errors |

## Appendix 5-H (Continued)

| Categories | Level 1<br>(50-59%) | Level 2<br>(60-69%) | Level 3<br>(70-79%) | Level 4<br>80-100%) |
|---|---|---|---|---|
| **Application**<br>- presentation of job search concepts and terminology | - presentation shows limited evidence of organization and not all students participate | - presentation shows organization with most students participating | - presentation shows considerable organization with all students participating | - presentation is highly organized with all students participating |
| - delivery of information using a variety of approaches | - makes many errors in pronunciation, intonation and liaison and much use of notes | - makes frequent errors in pronunciation, intonation and liaison and often uses notes | - makes occasional errors in pronunciation, intonation and liaison and uses notes occasionally | - makes few errors in pronunciation, intonation and liaison and uses notes rarely or not at all |
| - visuals are relevant to career awareness project | - little or no use of visuals | - uses visuals with some effectiveness | - uses visuals with considerable effectiveness | - uses visuals with a high degree of effectiveness and creativity |

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.